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ABSTRACT

This handbook offers suggestions to guide students in the skills of using media to make a maximum contribution to their intellectual and personal development. The ideas presented can be useful for media specialists and teachers in any grade or subject area. The teacher has the responsbility to: (1) be acquainted with the media center's resources, (2) recognize and identify the need for instruction on media, (3) teach according to his competency, (4) plan many opportunities for students to use skills after they are taught, (5) involve students in planning and evaluation, (6) provide for varying ability levels, (7) call on the media specialist for assistance and materials when needed, and (8) promote his own growth in the skill of guiding students in the use of the media center. The media specialist has the responsibility to: (1) make the center accessible, flexibly administered and attractive; (2) be well-informed about the school curriculum, student interests and related media skills and experiences; (3) identify needs; (4) plan for experiences with teachers; (5) provide teaching materials for media experiences; (6) teach lessons as needed; (7) provide individual instruction; and (8) grow professionally and stimulate the increase of knowledge and use of media. (Author/NH)

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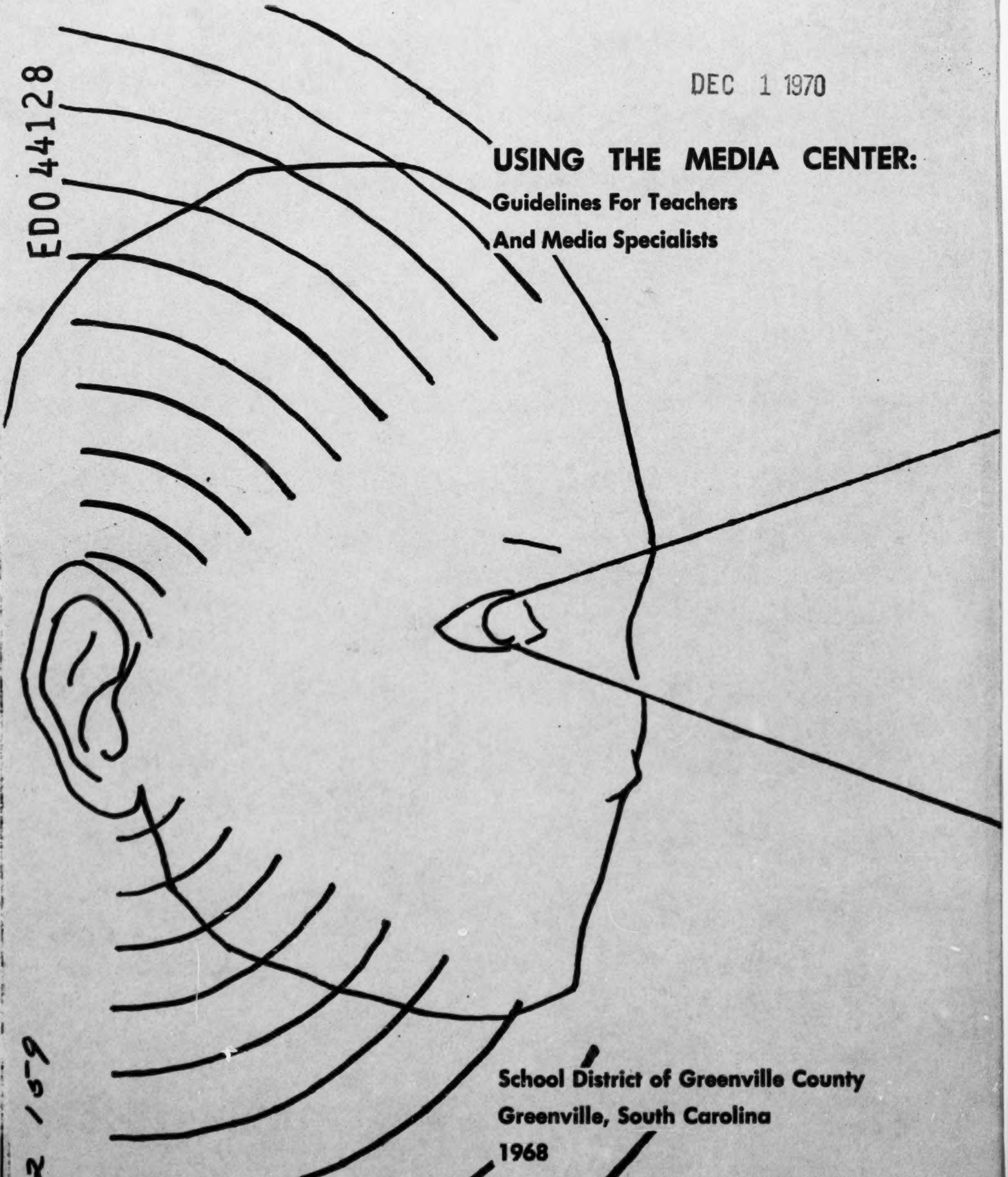
USING THE MEDIA CENTER:

Guidelines For Teachers And Media Specialists



School District of Greenville County
Greenville, South Carolina
1968

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USING THE MEDIA CENTER:

GUIDELINES FOR TEACHERS AND MEDIA SPECIALISTS

2ND EDITION REVISED

EDITED BY

BETTY MARTIN

DIRECTOR OF LIBRARY SERVICES

SCHOOL DISTRICT OF GREENVILLE COUNTY

GREENVILLE, SOUTH CAROLINA

1968

LI 002 159

FOREWORD

Today the drive toward intellectual excellence and individualization of instruction demands that materials be not only centralized but also diversified and increased in quantity and quality so that teachers have at their fingertips the resources of a true media center.

It is now obvious that viable, dynamic programs require a much more sustained and integrated use of these materials in the media center. In the School District of Greenville County, in order to implement the objectives of our total educational program, we believe that we must direct our efforts toward helping each child develop, according to his ability, a competence in and habit of using many types of materials. These materials must be used not in an isolated fashion, but as an integral part of all learning. To form an ongoing pattern of inquiry, critical thinking, and rational behavior each child must have many experiences with those materials, both print and non-print, most suitable for the development of his unique capabilities. Involved in this process are ingenious, creative teachers, programs and methods which stimulate each child, a media center with its wide variety of relevant materials, and a media specialist who provides guidance.

In this environment, as the child progresses through school, his understanding of the world around him will be vitalized and broadened, and he will build a habit of self-directed learning and continuing personal development. As a result, we believe he will be more adequately equipped to live effectively and usefully as an American citizen in a world of change and challenge.

M.T. Anderson
Superintendent

PREFACE

This handbook offers suggestions from teachers, supervisors, and media specialists* to guide students in the skills of using media to make a maximum contribution to their intellectual and personal development.

The ideas presented here can be useful for media specialists and teachers in any grade or subject area. The various experiences are introduced to individuals or groups in any grade where readiness is indicated. Many activities can be developed to stimulate student interest and to build readiness. Much review and reteaching may be necessary in various grades after the initial introduction. Repetition in later grades may also be advisable because of the increased depth of teaching.

Care should be taken to teach skills and provide experiences as a part of or outgrowth of the regular classroom program. The learning when integrated with other instruction is meaningful and purposeful.

The teacher has a responsibility:

- To be acquainted with the resources of the media center.*
- To recognize and identify the need for instruction or media.
- To teach according to his competency.
- To plan many opportunities for students to use skills after they are taught.
- To involve students in planning and evaluation.
- To provide for varying ability levels.
- To call on the media specialist for assistance and teaching materials when needed.
- To promote his own growth in the skill of guiding students in the use of the media center.

The media specialist has the responsibility:

To make the media center an easily accessible, flexibly administered, and physically attractive resource.

To be well-informed about the school curriculum, student interests, and the related media skills and experiences.

To identify needs that are observed as classes use the media center.

To plan continuously with teachers for individual, small group, and class experiences as they are needed.

To provide teaching materials for media experiences.

To teach lessons as needed.

To provide much individual instruction.

To seek to grow professionally and to provide stimulation for the school staff to increase their knowledge and use of media.

* Note: The terms "media center" and "library" are used interchangeably to refer to the centralized, organized collection of printed and audio-visual materials.

The terms "media specialist" and "librarian" are used interchangeably to refer to professional personnel who administer the media center and who offer a wide range of services to teachers and students.

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INSTRUCTIONAL NEEDS AND RELATED MEDIA EXPERIENCES

During the process of instruction in any subject area the teacher will identify certain student needs. At that time the chart below may be consulted to indicate which related skills and experiences should be planned. For example, when students need recent information, lessons should be planned on the use of the Periodical Indexes, World Almanac and other yearbooks. Also, according to the chart, critical reading and note-taking may be taught in connection with locating current material.

INSTRUCTIONAL NEEDS	RELATED MEDIA EXPERIENCES
Abbreviations	Dictionaries, p. 63
Anniversaries and holidays	World Almanac and Other Yearbooks, p. 112 Special Reference Books, p. 133
Audio-visual materials, use of	Listening and Viewing Skills, p. 48 Using Non-Print Media, p. 19
Authors	Biographical Reference Books, p. 125 General Encyclopedias, p. 60 Card Catalog, p. 100 Dictionaries (brief information), p. 63 Critical Reading, p. 44 Taking Notes, p. 74
Countries--location, description, statistics	Unabridged Dictionaries, p. 63 Atlases, Gazeteers, Maps, and Globes, p. 117 General Encyclopedias, p. 60 World Almanac and Other Yearbooks, p. 112 Periodical Indexes, p. 115 Critical reading, p. 44 Taking notes, p. 74 Card Catalog, p. 100

INSTRUCTIONAL NEEDS	RELATED MEDIA EXPERIENCES
Expressions or phrases, meaning of	Dictionaries, p. 63 Special Reference Books, p. 133
Foreign Terms	Dictionaries, p. 63 Special Reference Books, p. 133
General information about various topics	Card Catalog, p. 100 Special Reference Books, p. 133 General Encyclopedias, p. 60 Critical Reading, p. 44 Taking Notes, p. 74 Outlining, p. 80 World Almanac and Other Yearbooks, p. 112 Using Non-Print Media, p. 19 Periodical Indexes, p. 115
General information, recent	Periodical Indexes, p. 115 World Almanac and Other Yearbooks, p. 112 Critical Reading, p. 44 Taking Notes, p. 74
Governments, state and national	World Almanac and Other Yearbooks, p. 112 Critical Reading, p. 44 Taking Notes, p. 74 Special Reference Books, p. 133 Card Catalog, p. 100
Historical information	Card Catalog, p. 100 General Encyclopedias, p. 60 Special Reference Books, p. 133 Dictionaries (brief information), p. 63 Critical Reading, p. 44 Taking Notes, p. 74 Biographical Reference Books, p. 125
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Illustrations, location of	Dictionaries, p. 63 Encyclopedias, p. 60 Special Reference Books, p. 133 Periodical Indexes, p. 115

INSTRUCTIONAL NEEDS	RELATED MEDIA EXPERIENCES
Literary appreciation	Folklore, p. 128 Developing Personal Libraries, p. 109 Sharing Books, p. 54 Building Life-Time Reading Habits, p. 10 Critical Reading, p. 44 Poetry Appreciation, p. 23 Reading, Viewing, Listening, and Personal Guidance, p. 14 Read-Aloud-Books Too Good to Miss, p. 29
Literary characters	Card Catalog, p. 100 Special Reference Books, p. 133 Encyclopedias, p. 60 Dictionaries, p. 63
Lives of outstanding people	Biographical Reference Books, p. 125 General Encyclopedias, p. 60 Card Catalog, p. 100 Dictionaries (brief information), p. 63 Critical Reading, p. 44 Taking Notes, p. 74
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INSTRUCTIONAL NEEDS	RELATED MEDIA EXPERIENCES
Political parties	World Almanac and Other Yearbooks, p. 112 Encyclopedias, p. 60 Card Catalog, p. 100 Special Reference Books, p. 133 Critical Reading, p. 44 Note-Taking, p. 74
Quotations	Special Reference Books, p. 133
Reading habits	Folklore, p. 128 Developing Personal Libraries, p. 109 Sharing Books, p. 54 Building Life-Time Reading Habits, p. 10 Critical Reading, p. 44 Poetry Appreciation, p. 23 Reading, Viewing, Listening, and Personal Guidance, p. 14 Read-Aloud-Books Too Good to Miss, p. 29
Research papers	Critical Reading, p. 44 Taking Notes, p. 74 Outlining, p. 80 Making Bibliographies, p. 83 Preparing Themes and Written Reports, p. 135 Listening and Viewing Skills, p. 48
Statistics	World Almanac and Other Yearbooks, p. 112 Critical Reading, p. 44
Stories, location of	Card Catalog, p. 100 Special Reference Books, p. 133
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INSTRUCTIONAL NEEDS	RELATED MEDIA EXPERIENCES
Values	Development of Social Responsibility in the Media Center, p. 41
Word study, general	Dictionaries, p. 63
Written reports, themes	Critical Reading, p. 44 Taking Notes, p. 74 Outlining, p. 80 Making Bibliographies, p. 83 Preparing Themes and Written Reports, p. 135

SUGGESTIONS FOR INSTRUCTORS

THE CROSS-MEDIA APPROACH TO LEARNING

A cross-media approach to learning enriches the curriculum and provides for individual differences. Collections of the following materials should be available in every media center.

Reference books
Other books for enrichment
Periodicals
Pamphlets
Programed materials
Filmstrips
Recordings, disc and tape
Mounted pictures
Films--16 mm, and 8 mm single concept loop films
Maps, charts, posters, study prints
Transparencies
Realia
Models, dioramas
Teacher-made visual aids
Kits

ROLE OF THE MEDIA SPECIALIST

IN THE AREA OF SERVICES IT IS THE RESPONSIBILITY OF THE MEDIA SPECIALIST TO:

Develop curriculum related collections of materials.

Centralize all materials in the library and catalog them.

Plan closely with teachers for library or class activities involving the use of all types of materials.

Give instruction on the most effective use of audio-visual as well as printed materials.

Help teachers and students develop discrimination in the selection of the best medium for a particular purpose.

Encourage small groups and individuals to come to the library to use various materials.

Capitalize on the motivation provided by the use of films, TV, filmstrips, recordings, etc. by having available sufficient copies of related books. Take collections of these to classrooms and discuss them with students.

Direct teachers' attention to articles in professional periodicals on the use of varied materials.

ROLE OF THE MEDIA SPECIALIST (Con't.)

IN THE AREA OF SERVICES IT IS THE RESPONSIBILITY OF THE MEDIA SPECIALIST TO: (Con't.)

Provide approved lists of materials for teachers to use in selecting additions to the collections.

Assist teachers in the preparation of instructional materials.

Provide for the gifted and slow learner as well as the average.

Assist students in using critically, analyzing carefully, and organizing properly the information which they secure from many different sources.

Provide supplementary reading lists and bibliographies.

Secure teachers' manuals for educational TV programs.

Post notices of educative commercial TV programs and reading lists.

Keep informed concerning new media and equipment which becomes available.

Participate in the evaluation of the library's services and materials.

IN THE AREA OF FACILITIES AND PERSONNEL IT IS THE RESPONSIBILITY OF THE MEDIA SPECIALIST TO:

Secure adequate storage facilities and files.

Maintain flexiblity in library regulations and procedures.

Develop a listening and viewing area. Provide individual and small group filmstrips viewers, record players and tape records with head-sets for use in the library as well as providing equipment for classroom use.

Secure a copying machine, typewriter, and equipment for construction of materials for the use of teachers and students.

Request study carrels or individual stations wired for use of electronic equipment.

Demonstrate the need for a larger media center to accommodate increased use.

Request adequate conference rooms for small group work.

ROLE OF THE MEDIA SPECIALIST (Con't.)

IN THE AREA OF FACILITIES AND PERSONNEL IT IS THE RESPONSIBILITY OF THE MEDIA SPECIALIST TO: (Con't.)

Arrange an efficient charging system for materials and equipment so that they are easily and quickly located and borrowed.

Request and justify the additional personnel, specialized librarians, AV technicians, clerks, for expanded services.

ROLE OF THE TEACHER

IT IS THE RESPONSIBILITY OF THE TEACHER TO:

Have a definite purpose for using any medium, for example, to:

- Introduce a new topic.
- Give an overview of a unit of work.
- Furnish information on some particular subject.
- Serve as a summary.
- Provide for the slow or gifted students.
- Arouse interest and stimulate the imagination.
- Add depth and vitality to instruction.
- Aid problem-solving and investigation.
- Teach skills.
- Promote the formulation of basic concepts.

Give careful attention to the choice of the medium best suited for the purpose in mind.

Pre-plan with the media specialist for the use of all materials.

- All materials should be examined, previewed, or audited in advance of class use. It is suggested that students be allowed to assist in the process.
- Plans should be made to encourage students to read related materials when audio-visual materials are being used.
- Opportunities should be provided for student discussion, as a part of pre-planning, and pertinent questions and areas of specific interest called to the attention of the group.

Provide, if desirable, opportunity during the presentation for questions, discussions, and comments. If films are being used, group discussion may take place while the film is shown a second time with the sound turned off.

ROLE OF THE TEACHER (Con't.)

IT IS THE RESPONSIBILITY OF THE TEACHER TO: (Con't.)

Conduct a class discussion following the presentation. This may be centered around the following questions:

Have questions been answered?
Have new questions been introduced?
What Projects might grow out of this?
Is a repeat presentation desired?

Evaluate the effectiveness of each type of material.

Did the use lead to further investigation, arouse curiosity, promote critical thinking?
Did the use contribute to learning?
Was the material effective for the purpose for which it was used?
Did the use stimulate general participation in discussions?

ROLE OF THE ADMINISTRATOR

IT IS THE RESPONSIBILITY OF THE ADMINISTRATOR TO:

Provide leadership to encourage a cross-media approach to learning.

Make available adequate personnel to administer the varied collection of materials.

Provide files and facilities for storage.

Provide the necessary equipment and maintenance.

Secure adequate continuing financial support.

Plan for the school staff in-service education activities on affective use of many types of materials.

Evaluate the total program with the staff at various intervals.

BUILDING LIFE-TIME READING HABITS

KNOW YOUR STUDENTS

Find their interests. Have each write a paragraph on their activities outside school, the kind of television shows and picture shows they like, what they do in their spare time. Have them list one book that they liked very much. See page 12 for suggested questionnaire to identify interests.

FIND YOUR STUDENTS' READING LEVELS

Arrangements can be made to have tests given. Maybe some students need help with reading skills. If this is established, then steps should be taken to provide help.

START WITH YOUR STUDENTS WHERE THEY ARE

Have your librarian bring to your class a collection of books on the reading levels and interests of your group. Have her make a talk about these books. Let students check out right there any of the books they would like to read. If students like this introduction to books, have it repeated.

HELP STUDENTS WIDEN THEIR INTERESTS

Students need help in "building bridges" to interests, perhaps related to current ones, which will broaden their outlook and enrich their lives. It is invaluable to know a book to suggest when some spark of interest is observed. Reading, television, picture shows, travel, or speakers may kindle an interest.

HELP STUDENTS FIND THEIR OWN WAY IN READING

Take your class to the library often and give them ample time to browse, sample, and select the books they want, with you and the librarian helping them. Help students plan their individual goals in reading.

BIBLIOTHERAPY

Suggest "the right book for the right student at the right time" to help him accept and adjust to personal or environmental conditions. To know that other boys and girls have similar problems and to read how they faced them may have some therapeutic value, Find out about suitable books for this purpose in Reading Ladders for Human Relations edited by Muriel Crosby. Also ask your librarian for suggestions.

KNOW BOOKS FOR HIGH SCHOOL BOYS AND GIRLS

Read as many as you can. Be familiar with lists of approved books. You can't "sell" reading to students unless you know their books.

KNOW BOOKS FOR HIGH SCHOOL BOYS AND GIRLS (Con't.)

The following lists are excellent and may usually be found in the library:

Books For Children, 1965-66, Chicago, ALA, 1966, $2.00.

Eakin, Mary K. comp., Good Books For Children, 3rd ed., Chicago, University of Chicago Press, 1966, $7.95.

National Council of Teachers of English, Your Reading: Book List for Junior High Schools, Chicago, ALA, 1966, $.75.

National Council of Teachers of English, Adventuring With Books: Book List for Elementary Schools, Chicago, ALA, 1966, $.75.

Roos, Jean, Patterns in Reading, 2nd ed., Chicago, ALA, 1961, $2.25.

Spache, George D., Good Reading For Poor Readers, rev. ed., Champaign, Illinois, Garrard, 1966, $3.25.

Strang, Ruth and others, Gateways to Readable Books, 4th ed., New York, Wilson, 1966, $5.00.

Walker, Elinor, ed., Book Bait, Chicago, ALA, 1967, $1.25.

TAKE ADVANTAGE OF RECOMMENDATIONS

Invite students from other classes to visit your class and talk about their reading. Invite students, from your class and other classes, who have pursued a certain hobby to talk to your class about the books they have read in connection with their hobbies.

DISCUSS WITH YOUR CLASS "BUILDING YOUR PERSONAL LIBRARY" See page 109.

Have your librarian make a talk on this topic. Be sure that information is given concerning the excellent titles in paperback editions that are now available.

BOOK DISCUSSIONS

It is generally accepted that requiring students to make formal reports on all their reading does not develop a love or habit of reading. Schedule some voluntary informal discussions about books. This is one way to identify those who don't like to read and who are not reading. You and the librarian can work with these in individual conferences.

Try to avoid the term "book reports." For many students it has an unpleasant connotation. Goals should be re-examined and "book reporting" practices evaluated.

Aim toward variety in book discussions. Suggest creative ways for students to share their reading. See page 55.

PROVIDE READING TIME

Many students do not have time to read at home. Schedule a time periodically when everyone (teacher included) reads the book of his choice. This gives students practice in reading during leisure time.

SURROUND STUDENTS WITH BOOKS

Always have in your classroom a collection of library books which appeal to your students. Change this collection often. At various times call attention to different books and suggest that certain students would find them interesting. Sometimes make a point of hunting for a book which you know one of your students would like, and recommend it to him.

SHARE YOUR READING

Talk with your students about the books you are reading and relate various unusual incidents or significant pieces of information you've discovered.

AN INTEREST INVENTORY USEFUL IN READING GUIDANCE

1. When do you have the most fun at home? ______________________________
2. Why do you have a pet? Or why not? ______________________________
3. What indoor activity do you like best? ______________________________
4. What outdoor activity do you like best? ______________________________
5. What is your favorite hobby? ______________________________
6. What is your favorite sport? ______________________________
7. What is the one thing you want to learn more about? ______________
8. What is the one thing you want to learn to make? ______________
9. If you could do anything you please next Saturday, what would you like to do? ______________________________
10. If your class could take a one-day trip, where would you like to go? ______________________________
11. What is your favorite movie? ______________________________
12. What is your favorite television program? ______________________________
13. What is your next favorite television program? ______________
14. What book have you enjoyed reading more than any other? __________

AN INTEREST INVENTORY USEFUL IN READING GUIDANCE

15. What subjects do you like to read about? ____________

16. What person (in real life or in history) do you want to be like? ____________

Nancy Larrick's list of questions for survey of individual interests quoted in: Individualized Reading Instruction by Roland West, Kennikat Press, 1964. (Some minor changes have been made.)

READING, VIEWING, LISTENING, AND PERSONAL GUIDANCE FOR GROUPS

ROLE PLAYING

Use a familiar story. Read several times.

Let students volunteer for different parts. If no volunteers, ask for suggestions as to how a character would act or look.

Let students originate interpretations. Don't tell them what to do. Show appreciation of the efforts of each one.

Show that you're enthusiastic and having fun.

Sometimes use a story that lends itself to group participation so that the shy student will join in.

Let students suggest props.

STORY HOURS OR PICTURE BOOK HOURS

Be familiar with story, prepare illustrative material, and plan ways of presentation.

Remember the short attention span of the younger student. Select story carefully.

Gather students close around you. Be enthusiatic. Show students that you're having a good time.

Relate story to students' experiences before you read or tell it.

Allow time for students to react to the story and to talk about it after you have finished.

Encourage upper grade students to read or tell stories to primary grade students. Be sure the story has been reviewed first and that it is told or read clearly and well.

Take time to show the book's illustrations as you read. Talk about them. Compare the different styles, colors, designs, media and the degree to which the pictures help tell the story. Let students tell what they like about them.

Realia offer effective illustrative material.

Consider the use of a continued story for older students.

Use recordings and filmstrips related to stories.

STORY HOURS OR PICTURE BOOK HOURS

Be sure to include fairy tales, folk tales, myths.

Show illustrations on transparencies or on a flannel board.

Use hand puppets to introduce book characters.

ACTIVITIES WITH RECORDINGS

Review recording before using it.

Discuss good listening skills. Let students make suggestions.
- Limit other distractions
- Decide what to listen for:
  - Directions
  - Sequence of thought
  - Details
  - Main ideas
  - Rhythms
  - Descriptive phrases or story
  - Instruments used
  - Repetition and themes
- Play part of recording. "What did you hear?"
- Be considerate of your neighbors.

Provide opportunities for individuals and small groups to listen to recordings.

Relate recording to students' experiences.

Always talk about related books.

Use recording as background for a story or poetry.

Let students sing along with music, or say poetry with the narrator.

Let students react to music:
- "How does this music make you feel?"
- "What is this music saying?"
- "What rhythms express the music?"

Show picture book as record is being played.

Encourage students to evaluate the recording on the following criteria:
- Clear sound
- Proper length
- Pleasing narration
- Good technical qualities
- Adequate content

SHARING READING EXPERIENCES

Let students talk informally about their reading:
"The best book I've read."
"The last book I read. What I like about it."
"The book character I like best."

Encourage reactions other than just the plot of the story:
Have you ever known anyone like that?
What would you have done?
Would you like to have a friend like that?
What part did you like the best?
Did he (or she) do the right thing?

Tell students about a book you have read and enjoyed.

Encourage creative reactions to books. Encourage students to:
Draw a picture or sequence of pictures that tell the story.
Act out a scene.
Write a poem.
Write a skit for puppets.
Select other titles for the book and give reasons for the selection.
Write another ending for the story.

Stress care in handling books.

Encourage students to speak clearly and interestingly.

Let students find some information in the library about the authors of the books they've read.

Stress the courtesy and skill of listening to each other as they share reading experiences.

See Sharing Book Experiences on page 54.

POETRY ACTIVITIES

Select poems on the students' level.

Repeat favorites.

Let students participate voluntarily as you read a poem. All may say a poem together or different groups say different lines.

Ask students for favorites to be read.

Let students read favorites.

Use poetry in connection with a filmstrip.

POETRY ACTIVITIES (Con't.)

Encourage students to make for themselves an anthology of poems they like best.

Tell something about the poet.

Introduce limericks. Guide the class in writing a limerick and encourage individuals to write them.

Use poetry which suggests a book. For example, for the book Whistle for Willie by Ezra Jack Keats.
Use the following poem:

"I want to learn to whistle
I've always wanted to
I fix my mouth to do it
The whistle won't come through."

Relate poem to students' experiences.

Use related recordings.

Teach listening skills.

Encourage creative interpretation of poetry - Art work
Dramatics
Rhythms

Read poetry carefully and enthusiastically.

ACTIVITIES WITH FILMSTRIPS

Always preview.

Show filmstrip slowly.

Show part of filmstrip. Ask, "How do you think it should end?"
Use only a part of a filmstrip to illustrate or to emphasize a point.

Let students have time to react. Let them talk or plan art work or dramatics.

Show filmstrip. Talk about related books.

Let the class develop good viewing standards according to their maturity level. Have them practice these as filmstrips are shown. Let students make suggestions.
- Identify a purpose for viewing.
- Provide an environment which is comfortable and free from distractions.
- Concentrate in understanding what is being seen.

ACTIVITIES WITH FILMSTRIPS (Con't.)

Suggestions for Good Viewing Standards (Con't.)
- Have an alert, interested attitude.
- Distinguish between the true and make-believe.
- Locate central idea and subordinate idea of what is being seen.
- Summarize mentally.

Suggest that class verify what has been seen by consulting various sources of information.

Develop good viewing habits by showing a frame - turning it off - asking, "What did you see?"

Provide opportunities for individuals and small groups to look at filmstrips of their choice.

Encourage students to evaluate the filmstrip on the following criteria:
- Clear and pleasing pictures
- Satisfactory captions
- Good technical qualities
- Proper length
- Adequate content

Read story before showing filmstrip. Let students tell the story.

USING NON-PRINT MEDIA

VALUES

Information is presented effectively and vividly.

The characteristics of these media arouse and sustain interest.

A high degree of motivation is provided.

The vocabulary is enlarged and strengthened.

Reading is stimulated.

Opinions and attitudes may be modified.

A contribution is made to thinking and problem solving.

Skills are taught effectively.

Stimulates some children to learn from A-V materials who have difficulty learning from printed materials.

Learning acquired from A-V is retained for a significally longer time.

Audio-Visual materials offer a much more real life experience than words which are symbolic. Result is greater learning in a shorter time with more retention.

TEACHER PREPARATION

Select the medium best suited for the purpose.

Decide whether it is to be presented to the whole class or reserved for individual or small group use.

Preview and/or audition and take notes on important points covered.

Decide how to build student interest.

Use discussion guide if available.

Plan any necessary preliminary activities.

Plan introduction.

Note technical terms, key words which need explanation.

Devise leading questions.

TEACHER PREPARATION (Con't.)

Plan further activities: Invite resource person to class; plan trip; write letters, etc.

Note points to be emphasized.

Gather related materials you want to have on hand.

Decide responsibilities for certain students or committees.

Decide questions for discussion or for testing comprehension or appreciation.

DEVELOPING STUDENT READINESS

Discuss what is already known about subject.

Give interesting background information.

Introduce key words or technical terms.

Develop with class a list of questions which may be answered.

Ask individual students to look for certain information.

Indicate if there will be a follow-up or maybe an objective test.

Plan with the class any other follow-up activities.

Develop with the class standards of good listening and viewing skills.

PRESENTATION

Arrange comfortable, desirable physical and emotional setting.

Sometimes arrange for a student or committee to introduce the presentation.

Relate presentation to past experience and learning of students.

Present first with no student participation.

Present a second time if necessary for certain purposes. For example:
- Intermediate grade and secondary pupils take notes, verify answers to questions.
- Elementary pupils read captions of filmstrips silently and then different ones are asked to read aloud.
- High school students evaluate concepts presented.

PRESENTATION (Con't.)

Ask leading questions before or during presentation.

Introduce other related materials - flat pictures, transparencies or books to assist in developing basic ideas.

Stop at various points to emphasize items or raise questions.

FOLLOW-UP

Have a class discussion to decide whether questions have been answered and whether new questions have been raised.

Record the answers found to questions.

Encourage free discussion of ideas presented. Expose impressions and ideas of each student to the critical thought of the class.

Urge students to ask each other questions.

Inaugurate projects growing out of presentation, individual or group work, trips, use of community resources, related units of work, etc.

Have pupils write the main points presented.

Sometimes give objective test on content.

Promote creative activity, drawing, stories, poems, puppet plays, clay modeling, etc.

May repeat showing in a few days:
Show only a part of film.
Show without the sound while teacher or student explains the action.

If a skill has been presented, have students practice it immediately.

Assign additional research on some of the topics presented or on unanswered questions.

TEACHER-STUDENT EVALUATION

Was it worthwhile? List strong and weak points.

Was it used at proper place in unit?

Authentic?

Well-organized?

STUDENT-TEACHER EVALUATION (Con't.)

Suitable for age group?

Good technical quality?

Up-to-date?

Pupil reaction? Were they challenged and stimulated?

POETRY APPRECIATION

VALUES OF POETRY EXPERIENCES

Students become sensitive to that which is fine and lovely.

They show a quickened imagination and an enriched vocabulary.

They become more relaxed.

They enjoy a happy, satisfying group experience.

Attention spans increase.

Their oral reading improves and the shy or slow child is able to participate.

GENERAL SUGGESTIONS

Read aloud poetry to self before reading to group.

Read poetry aloud to group, then read again after brief discussion.

Give careful thought to sound values of words and give consonants their full values in roundness or crispness.

Emphasize natural rhythm, but not meter words more than syllables.

Be sure students understand any unusual words.

Evoke correct emotional response of child to help him understand meaning of poetry by means of pictures and music. Young children will react favorably to the rhythm of poetry.

Keep atmosphere informal, happy, and comfortable, remembering that the appreciation of poetry is principally an emotional experience and is largely dependent upon the mood of the teacher and the mood of the students.

Start where students are in relation to poetry experiences. Most young children like nonsense poems and Mother Goose rhymes.

Consider subjects uppermost in school activities or in child's interests, e.g. holidays, the rain, circus, etc.

Give students an opportunity to speak poetry aloud themselves.

POETRY APPRECIATION (Con't.)

ACTIVITIES FOR STUDENTS

Use poems in finger plays. They afford a quiet-time activity. This helps give practice in speech, as well as develop better muscular co-ordination. All students can participate at the same time.

It is suggested that the children write their own poems for choral speaking.

Poems may be dramatized.

Tunes can be made up to go along with poems.

After hearing poems, students may add lines to the poems or make up their own poems.

Some poems are noted for their word pictures. Students will delight in sketching or painting their impressions of them. Some poems suggest a mural idea to go along with it.

Some poems suggest rhythmic activities in the way of galloping, swaying, or rocking, skipping, dancing, or marching. One part of the class could repeat the poem in a rhythmic fashion while another group goes through the motions suggested by the poem.

Limericks often stimulate pupils to write original verses of their own. It may also be the beginning of creative writing for many pupils.

SOME POEMS TO READ OR LEARN

GRADE 1 - 2

AUTHOR	TITLE
Aldis	Clouds
Baruch	Stop-Go
Conkling	Fairies
Field	The Sugar-Plum Tree
Field	Wynken, Blynken, and Nod
Follen	Three Little Kittens
Lear	The Owl and the Pussy-Cat
Lenski	Not It's Fall
Lindsay	The Little Turtle
Luther	Cradle Hymn

POETRY APPRECIATION (Con't.)

SOME POEMS TO READ OR LEARN (Con't.)

GRADE 1 - 2 (Con't.)

AUTHOR	TITLE
Milne	The King's Breakfast
Milne	Hoppity
Milne	Sneezles
Moore	A Visit from St. Nicholas
Morley	Animal Crackers
Mother Goose Rhymes	
Richards	The Baby Goes to Boston
Ross	An Indignant Male
Rossetti	Boats Fail on the Rivers
Rossetti	Who Has Seen the Wind?
Smith	America
Stevenson	Bed in Summer
Stevenson	My Shadow
Stevenson	The Swing
Stevenson	The Wind
Taylor	Little Star
Tennyson	Sweet and Low
Tippett	Busy Carpenters
Unknown	Baby Seeds
Unknown	The Song of the Cricket
Watson	Bouncing Ball

GRADE 3 - 4

AUTHOR	TITLE
Alexander	The Creation
Bennett	The Flag Goes By
Blake	The Lamb
Brooks	Everywhere, Everywhere Christmas Tonight
Brown	Jonathan Bing
Browning	Year's at the Spring
Burns	A Child's Grace
Cary	The Leak in the Dike
Child	Thanksgiving Day
Coleridge	The Garden Year

POETRY APPRECIATION (Con't.)

SOME POEMS TO READ OR LEARN (Con't.)

GRADE 3 - 4 (Con't.)

AUTHOR	TITLE
Coleridge	He Prayeth Best
Cooper	October's Party
de la Mare	Some One
Drinkwater	Multiplication
Farjeon	Mrs. Peck-Pigeon
Field	The Duel
Field	Roads
Frost	Stopping by Woods on a Snowy Evening
Fyleman	Husky Hi
Holland	Jack-in-the-Pulpit
Jackson	October's Bright Blue Weather
Jackson	September
Kunkle	The Train
Longfellow	Hiawatha's Childhood
Lowell	The Sea Shell
Lucas	Carpenter
Merriam	Alligator on the Escalator
Milne	Lines and Squares
Milne	Vespers
Milne	Puppy and I
Mother Goose Rhymes	
Mosley	Animal Crackers
Poe	The Bells
Richards	Mrs. Snipkin and Mrs. Wobblechin
Roberts	The Woodpecker
Stevenson	Foreign Lands
Teasdale	April
Unknown	Grasshopper Green

GRADE 5 - 6

AUTHOR	TITLE
Bates	America the Beautiful

POETRY APPRECIATION (Con't.)

SOME POEMS TO READ OR LEARN (Con't.)

GRADE 5 - 6 (Con't.)

AUTHOR	TITLE
Brewer	Little Things
Browning	How They Brought the Good News from Ghent to Aix
Browning	Pied Piper of Hamelin
Carryl	The Plaint of the Camel
Emerson	The Mountain and the Squirrel
Emerson	Concord Hymn
Foss	House by the Side of the Road
Hemans	The Landing of the Pilgrim Fathers
Holmes	Old Ironsides
Housman	Loveliest of Trees
Key	Star-Spangled Banner
Kilmer	Trees
Lanier	America
Lanier	Dear Land of All My Love
Le Gallienne	I Meant to do my Work Today
Longfellow	Paul Revere's Ride
Longfellow	The Arrow and the Song
Longfellow	The Village Blacksmith
Lowell	The First Snowfall
Lowell	What Is So Rare as a Day in June?
McAuley	Horatius at the Bridge
McCrae	In Flanders Field
Merriam	Gazinta
Oxenham	The Ways
Riley	Meet Little Orphan Annie
Roberts	Evening Hymn
Sandburg	The Fog
Saze	The Blind Men and the Elephant
Teasdale	Barter
Teasdale	It Is Not Far
Tennyson	The Knights Oath(From Idylls of the King)
Tennyson	The Bugle Song
Whittier	The Barefoot Boy

POETRY APPRECIATION (Con't.)

SOME POEMS TO READ OR LEARN (Con't.)

GRADE 5 - 6 (Con't.)

AUTHOR	TITLE
Wordsworth	My Heart Leaps Up
Wordsworth	Daffodils

GRADE 7 - 8

AUTHOR	TITLE
Braley	The Thinker
Brooke	The Soldier
Browning	Incident of the French Camp
Bryant	Thanatopsis
Carman	A Vagabond Song
Dickinson	I Never Saw a Moor
Emerson	The Snow-Storm
Henley	Invictur
Holmes	The Deacon's Masterpiece
Hunt	Abou Ben Adhem
Johnson	The Creation
Keats	A Thing of Beauty
Kipling	If
Kipling	Recessional
Lanier	A Ballad of Trees and the Master
Markham	A Prayer
Marquis	A Hot-Weather Song
Masefield	Sea Fever
Miller	Columbus
Millay	God's World
Noyes	The Highwayman
Poe	Annabel Lee
Rittenhouse	My Wage
Sandburg	Primer Lesson
Scott	My Own, My Native Land
Shelley	The Cloud
Thayer	Casey at the Bat
Van Dyke	America for Me
Van Dyke	Work
Whitman	I Hear America Singing
Whitman	O Captain! My Captain!

READ-ALOUD BOOKS TOO GOOD TO MISS

These are some of the best books for reading aloud to your class. Do not feel limited to the books suggested for your grade. If any of the others seem better suited to the interests and needs of your class, use them. These books will be more meaningful to your class if they are motivated by activities in the classroom or experiences in the lives of your students. Frequently a teacher or librarian can interest students in other good books, also, which might otherwise be overlooked.

It is desirable to have in the library duplicate copies of many of these read-aloud books so that teachers may always have available the books which will be meaningful to their students. Consult Reading Aloud to Children, Children's Services Division, ALA, Chicago, 1967, single copy free.

PRIMARY GRADES

Anderson	The Ugly Duckling	Scribner, $3.50
Anglund	Love is a Special Way of Feeling	Harcourt, $1.95
Asbjornsen	Three Billy Goats Gruff	Harcourt, $3.25
Association for Childhood Education	Told Under the Green Umbrella	Macmillan, $1.95
Bannerman	Little Black Sambo	Lippincott, $1.35
Beim	Two is a Team	Harcourt, $2.75
Bemelmans	Madeline	Viking, $3.50
Beskow	Pelle's New Suit	Harper, $3.25
Bishop	Five Chinese Brothers	Coward-McCann, $2.50
Brooke	Johnny Crow's Garden	Warne, $2.50
Brown	Christmas in the Barn	Crowell, $3.50
Brown	Golden Egg Book	Golden, $3.95
Brown	The Little Carousel	Scribner, $2.50
Brown	Once a Mouse	Scribner, $3.25
Brown	SHHhh...Bang	Harper, $2.50
Brown	Stone Soup	Scribner, $3.12
Brunhoff	Story of Babar	Random, $1.95
Burton	Little House	Houghton Mifflin, $3.50
Burton	Mike Mulligan and His Steam Shovel	Houghton Mifflin, $3.25
Caudill	Best-Loved Doll	Holt, $3.50

PRIMARY GRADES (Con't.)

Child Study Association	Read-to-me Stories	Crowell, $3.50
Child Study Association	Read-to-me Story Book	Crowell, $2.95
Ciardi	Reason for the Pelican	Lippincott, $3.00
Clark	In My Mother's House	Viking, $3.00
Dalgliesh	The Thanksgiving Story	Scribner, $3.25
Daugherty	Andy and the Lion	Hale, $1.80
De Regniers	Something Special	Harcourt, $2.50
De Regniers	Snow Party	Pantheon, $2.95
Duvoisin	Petunia	Knopf, $2.75
Estes	The Witch Family	Harcourt, $3.25
Ets	Mister Penney's Race Horse	Viking, $2.00
Ets	Nine Days to Christmas	Viking, $3.19
Ets	Play With Me	Viking, $2.75
Fischer	Puss in Boots	Harcourt, $4.50
Flack	Angus and the Ducks	Doubleday, $2.25
Flack	Angus Lost	Doubleday, $2.25
Flack	Ask Mr. Bear	Macmillan, $2.75
Flack	The Story About Ping	Viking, $2.00
Francoise	Jeanne-Marie in Gay Paris	Scribner, $2.75
Gag	Millions of Cats	Coward-McCann, $2.50
Garelick	Where Does the Butterfly Go When it Rains?	Scott, $3.00
Gay	Look	Viking, $2.50
Goudey	The Day We Saw the Sun Come Up	Scribner, $3.25
Gramatky	Little Toot	Putnam, $3.50
Grimm	The Wolf and the Seven Little Kids	Harcourt, $3.95
Heyward	The Country Bunny and the Little Gold Shoes	Houghton, $3.25
Higrogian	Always Room for One More	Holt, $3.00
Iwamatsu	Crow Boy	Viking, $3.50
Jones	Small Rain	Viking, $2.75
Joslin	What Do You Say, Dear?	Scott, $2.75
Joslin	What Do You Do, Dear?	Scott, $2.75
Kahl	The Duchess Bakes a Cake	Scribner, $2.75
Keats	Peter's Chair	Harper, $3.95
Keats	Snowy Day	Viking, $3.00
Keats	Whistle for Willie	Viking, $3.50

PRIMARY GRADES (Con't.)

Krauss	A Very Special House	Harper, $2.95
Langstaff	Frog Went A-Courtin'	Harcourt, $2.95
Leaf	The Story of Ferdinand	Viking, $2.25
Lionni	Inch by Inch	Obolensky, $3.95
McCloskey	Blueberries for Sal	Viking, $3.25
McCloskey	Make Way For Ducklings	Viking, $3.50
McCloskey	One Morning in Maine	Viking, $3.50
Mariana	Miss Flora McFlimsey's Christmas Eve	Lothrop, $1.50
Milhous	Egg House	Scribner, $3.25
Milne	When We Were Very Young	Rev. Ed. Dutton, $3.50
Minarik	Little Bear's Visit	Harper, $1.95
Munari	ABC	World, $3.50
Ness	Sam Bangs and Moonshine	Holt, $3.95
O'Neill	Hailstones and Halibut Bones	Doubleday, $3.25
Parkin	The Red Carpet	Macmillan, $3.75
Payne	Katy No-Pocket	Houghton Mifflin, $3.50
Petersham	The Christ Child	Doubleday, $3.95
Petersham	The Circus Baby	Macmillan, $3.50
Petersham	Jesus' Story	Macmillan, $1.95
Potter	Tale of Peter Rabbit	Warne, $1.25
Potter	Tailor of Gloucester	Warne, $1.25
Prokofieff	Peter and the Wolf	Watts, $3.95
Quigley	Blind Men and the Elephant	Scribner, $3.12
Reeves	Blackbird in the Lilac	Dutton, $2.50
Rey	Curious George	Houghton Mifflin, $3.25
Rey	Curious George Goes to the Hospital	Houghton Mifflin, $3.25
Rey	Curious George Takes a Job	Houghton Mifflin, $3.25
Sawyer	Johnny Cake, Ho!	Viking, $3.25
Sendak	Where the Wild Things Are	Harper, $3.50
Seuss	And to Think That I Saw It On Mulberry Street	Hale, $2.88
Seuss	Horton Hatches The Egg	Random, $2.95
Stevenson	A Child's Garden of Verses	Scribner, $5.00
Tresselt	Hi, Mister Robin!	Lothrop, $2.95
Tresselt	White Snow, Bright Snow	Lothrop, $2.95
Tworkov	Camel Who Took a Walk	Dutton, $2.95

PRIMARY GRADES (Con't.)

Udry	What Mary Jo Shared	Whitman, $2.95
Waber	You Look Ridiculous Said the Rhinoceros to the Hippopotamus	Houghton, $3.25
Ward	The Biggest Bear	Houghton Mifflin, $3.50
Yashima	Crow Boy	Viking, $3.50

INTERMEDIATE GRADES

Adshead	Inheritance of Poetry	Houghton Mifflin, $5.00
Alcott	Little Men	World, $2.50
Alcott	Little Women	World, $2.50
Alden	Why the Chimes Rang?	Bobbs, $3.00
Alexander	Castle of Llyr	Holt, $3.95
Andersen	Fairy Tales	Dutton, $3.00
Anderson	It's Perfectly True	Harcourt, $3.50
Arbuthnot	Time for Poetry	Scott, $5.50
Asbjornsen	East of the Sun and West of the Moon	Macmillan, $2.95
Association for Childhood Education	Told Under the Christmas Tree	Macmillan, $1.95
Atwater	Mr. Popper's Penguins	Little, $3.50
Bailey	Miss Hickory	Viking, $3.25
Baker	The Golden Lynx	Lippincott, $3.00
Barbeau	The Golden Phoenix	Walck, $3.50
Barhart	The Lord is my Shepherd	Scribner, $5.95
Barrie	Peter Pan	Scribner, $2.95
Baum	The Wizzard of Oz	Macmillan, $3.95
Benet	A Book of Americans	Rhinehart, $3.00
Benson	Stories of the Gods and Heroes	Dial, $3.00
Bond	A Bear Called Paddington	Houghton, $2.95
Brink	Caddie Woodlawn	Macmillan, $3.50
Brooks	Freddy Goes to Florida	Knopf, $3.19
Butterworth	The Enormous Egg	Little, $2.95
Butterworth	The Trouble With Jenny's Ear	Little, $3.00
Burnett	The Secret Garden	Lippincott, $5.00
Carlson	The Empty Schoolhouse	Harper, $3.95
Carlson	Family Under the Bridge	Harper, $3.95
Carroll	Alice's Adventures in Wonderland and Through the Looking Glass	World, $2.50
Caudill	A Certain Small Shepherd	Holt, $3.50
Chappell	Nutcracker	Knopf, $3.95

INTERMEDIATE GRADES (Con't.)

Chase	The Jack Tales	Houghton Mifflin, $3.75
Cleary	Henry Huggins	Morrow, $2.95
Coatsworth	Cat Who Went to Heaven	Macmillan, $4.50
Colum	The Golden Fleece and the Heroes Who Lived Before Achilles	Macmillan, $3.25
Cooney	Little Juggler	Hastings, $3.25
Dalgliesh	The Bears on Hemlock Mountain	Scribner, $2.75
Daugherty	Daniel Boone	Viking, $3.50
De Angeli	Bright April	Doubleday, $3.95
DeJong	Lost Little Cat	Harper, $3.25
DeJong	The Wheel on the School	Harper, $3.00
De La Mare	Stories From the Bible	Knopf, $4.95
De La Mare	Tales Told Again	Knopf, $4.95
Dickens	Christmas Carol	Lippincott, $3.50
Edmonds	Matchlock Gun	Dodd, $2.95
Estes	The Moffats	Harcourt, $3.25
Estes	The Hundred Dresses	Harcourt, $3.50
Farjeon	The Little Bookroom	Walck, $5.00
Fenner	Giants, Witches, and a Dragon or Two	Knopf, $3.49
Ferris	Favorite Poems, Old and New	Doubleday, $5.50
Field	Calico Bush	Macmillan, $3.00
Godden	Mouse House	Viking, $2.75
Godden	Impunity Jane	Viking, $3.00
Grahame	Wind in the Willows	Heritage, $5.00
Grimm	Tales From Grimm	Coward-McCann, $3.95
Harper	Ghosts and Goblins	Dutton, $4.50
Harper	Merry Christmas To You	Dutton, $4.50
Haviland	Favorite Fairy Tales Told in Norway	Little, $2.95
Hazeltine	Children's Stories to Read or Tell	Abingdon, $2.50
Hazeltine	Hero Tales From Many Lands	Abingdon, $5.95
Hosford	Thunder of the Gods	Holt, $2.50
Hunt	Up a Road Slowly	Follet, $3.95
Jones	Boy of the Pyramids	Random, $2.95
Kipling	Just So Stories	Doubleday, $3.00
Knight	Lassie Come Home	Winston, $2.95

INTERMEDIATE GRADES (Con't.)

Lang	Blue Fairy Book	Longman's, $3.00
Lawson	Ben and Me	Little, $3.00
Lawson	Mr. Revere and I	Little, $3.75
Lawson	Rabbit Hill	Viking, $3.00
Lawson	Tough Winter	Viking, $3.00
Lear	The Complete Nonsense Book	Dodd, $3.50
L'Engle	Wrinkle in Time	Ariel, $3.25
Lenski	Strawberry Girl	Lippincott, $4.50
Lewis	The Lion, the Witch, and the Wardrobe	Macmillan, $3.95
LeSeur	Little Brother of the Wilderness	Knopf, $3.09
Lindgren	Pippi Longstocking	Viking, $2.50
Lofting	The Story of Dr. Dolittle	Lippincott, $4.95(illus. ed.)
McCloskey	Homer Price	Viking, $2.50
McCormick	Paul Bunyan Swings His Axe	Caxton, $3.50
McGinley	The Plain Princess	Lippincott, $2.50
McGregor	Miss Pickerell Goes to Mars	McGraw, $2.50
McSwigan	Snow Treasure	Dutton, $3.50
Malcolmson	Yankee Doodle's Cousins	Houghton Mifflin, $4.50
Milne	The World of Pooh	Dutton, $3.50
Milne	Winnie-the-Pooh	Dutton, $3.50
Muhlenweg	Big Tiger and Cristian	Pantheon, $4.95
Nash	The Moon is Shining Bright As Day	Lippincott, $4.95
Norton	The Borrowers	Harcourt, $3.25
Otis	Toby Tyler	World, $2.50
Perrault	Complete Fairy Tales	Dodd, $3.50
Pyle	The Merry Adventures of Robin Hood	Scribner, $3.75
Pyle	The Story of King Arthur and His Knights	Scribner, $3.75
Pyle	The Wonder Clock	Harper, $3.00
Read	This Way, Delight	Pantheon, $3.50
Robbins	Baboushka and the Three Kings	Parnassus, $2.95
Salten	Bambi	Grosset, $1.95
Sandburg	Rootabaga Stories	Harcourt, $3.25
Sawyer	The Long Christmas	Viking, $4.50
Selden	Cricket in Times Square	Straus, $3.50
Seredy	The Good Master	Viking, $3.00

INTERMEDIATE GRADES (Con't.)

Sewell	Black Beauty	World, $2.50
Sorensen	Miracles on Maple Hills	Harcourt, $2.95
Sperry	Call It Courage	Macmillan, $2.95
Steele	Winter Danger	Harcourt, $3.00
Sucksdorff	Chendru: Boy and the Tiger	Harcourt, $3.50
Taylor	All-of-a-Kind Family	Follett, $3.95
Thurber	Many Moons	Harcourt, $3.50
Travers	Mary Poppins	Harcourt, $5.95
Twain	The Adventures of Tom Sawyer	Harper, $3.50
Wadsworth	Paul Bunyan and his Great Blue Ox	Doubleday, $2.50
Weik	The Jazz Man	Atheneum, $3.50
White	Charlotte's Web	Harper, $3.50
White	Stuart Little	Harper, $3.25
Wiggin	The Birds' Christmas Carol	Houghton Mifflin, $3.50
Wilder	Little House in the Big Woods	Harper, $2.95
Yates	Amos Fortune, Free Man	Dutton, $3.50
Young	The Unicorn with the Silver Shoes	Longmans, $3.29

JUNIOR HIGH

Benary-Isbert	The Ark	Harcourt, $2.75
Bloch	The Two Worlds of Damyan	Atheneum, $3.81
Boni	Fireside Book of Folk Songs	Simon, $6.00
Chute	The Wonderful Winter	Dutton, $3.00
Costain	Stories to Remember	Doubleday, $7.50
Daugherty	Daniel Boone	Viking, $4.50
Davenport	Tales to be Told in the Dark	Dodd, $3.00
De La Mare	Come Hither	Knopf, $7.95
Du Bois	The Twenty-One Balloons	Viking, $3.00
Dumas	Three Muskateers	Macmillan, $3.95
Edmonds	Two Logs Crossing	Dodd, $3.50
Fritz	I, Adam	Coward, $3.75
Fisher	And Long Remember	McGraw, $3.50
Forbes	Johnny Tremain	Houghton Mifflin, $3.50
Friedman	The Viking Book of Folk Ballads of the English Speaking World	Viking, $4.95
Gilbreth	Cheaper by the Dozen	Grosset, $1.50
Gollomb	Albert Schweitzer: Genius in the Jungle	Vanguard, $3.95
Gates	North Fork	Viking, $3.50
Gray	Adam of the Road	Viking, $4.50
Hale	Peterkin Papers	Houghton, $5.00

JUNIOR HIGH (Con't.)

Hamilton	Mythology	Little, $5.00
Hemingway	The Old Man and the Sea	Scribner, $3.00
Henry	King of the Wind	Rand McNally, $3.95
Hough	Covered Wagon	Grosset, $1.95
Iwamatsu	The Golden Footprints	World, $2.95
James	Smoky the Cowhorse	Scribner's, $2.28
Judson	Theodore Roosevelt, Fighting Patriot	Follett, $3.50
Kelly	Trumpeter of Krakow	Macmillan, $3.45
Kipling	Jungle Books	Macmillan, $3.95
Kipling	Kim	Dodd, $3.95
Kjelgaard	Big Red	Holiday House, $2.95
Kjelgaard	Double Challenge	Dodd, $3.25
Krumgold	Onion John	Crowell, $4.50
Latham	Carry on, Mr. Bowditch	Houghton Mifflin, $3.50
Lear	Complete Nonsense Book	Dodd, $4.00
London	Call of the Wild	Macmillan, $2.50
McCord	What Cheer	Coward, $4.00
McGraw	Mara: Daughter of the Nile	Coward, $3.00
Moody	Little Britches	Norton, $3.95
Neville	It's Like This, Cat	Harper, $3.50
Ogburn	The White Falcon	Houghton, $2.25
O'Hara	My Friend Flicka	Lippincott, $4.50
Ollivant	Bob, Son of Battle	Grosset, $1.95
Otis	Toby Tyler	Harper, $2.95
Papashvily	Anything Can Happen	Harper, $2.50
Pyle	Otto of the Silver Hand	Random, $1.95
Rawlings	The Yearling	Scribner, $4.50
Sandburg	The People, Yes	Harcourt, $4.50
Scoggin	The Lure of Danger	Knopf, $3.00
Seredy	The White Stag	Viking, $3.00
Sharp	The Rescuers	Little, $3.95
Sharp	Nkwala	Little, $3.50
Shepherd	Paul Bunyan	Harcourt, $4.50
Snedaker	White Isle	Doubleday, $3.95
Speare	Witch of Blackbird Pond	Houghton, $3.25
Stevenson	Kidnapped	World, $2.50
Stevenson	Treasure Island	World, $2.50
Swift	Gulliver's Travels	World, $2.50
Tanzing	Tiger of the Snows	Putnam, $5.95
Tokien	The Hobbit	Houghton, $3.95

JUNIOR HIGH (Con't.)

Trevino	I, Juan De Pavaje	Farrar, $3.25
Twain	The Adventures of Huckleberry Finn	Harper, $3.50
Treece	The Last Viking	Pantheon, $3.49
Verne	Twenty Thousand Leagues Under the Sea	Macmillan, $3.95
Wallace	Ben Hur	Dodd, $3.95
White	Lost Worlds	Random, $3.95
White	Sword in the Stone	Putnam, $3.32
Wojciechowska	Shadow of a Bull	Atheneum, $3.50
Wyss	Swiss Family Robinson	World, $2.50

LESSON GUIDELINES

PARTS OF A BOOK

GOALS

Students learn the principal parts of a book.

They become acquainted with the value of these aids.

Their work in research and independent study is facilitated.

They make the best selection to meet their own needs.

They become aware of and appreciate quality publications in format and content.

GUIDELINES FOR PRESENTATION AND DISCUSSION

PART I

Title page -containing
  Title - name of the book
  Author - person or persons who wrote the book
  Illustrator - person responsible for pictures or photographs
  Publisher - company who produced the book and place of publication

Back of title page (verso) - copyright date, owner of copyright, and place of printing

Dedication - statement of whom the author wishes to honor by publication of his work

Preface - statement of purpose of the book and usually credit to others for assistance

Introduction - statement relating to the setting of the book

Table of contents - outline of the chapters, sometimes containing brief outline of subject matter

List of maps or illustrations - listing and page numbers of the maps or illustrations contained in the book

PART II

Body of the book
  Contents - author's presentation of his material
  Notes - additional information usually placed at bottom of page to explain references or to clarify meanings
  Bibliography - list of sources sometimes at end of each chapter

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

PART III

Bibliography - list of sources at end of book

Index - alphabetic listing of all subjects, names and places mentioned in the book

Appendix - additional material at end of book

Glossary - an alphabetic pronouncing list of names and terms

PART IV

Format- binding, quality of paper, print, illustrations

SUGGESTED MATERIALS

Textbooks for each student and/or library book for each student

Oversize book for demonstration

Film: Making of a Book. based on Pagoo, Holling C. Holling, Churchill Films, Los Angeles, California.

Filmstrips: Parts of a Book, Eye Gate House, Inc., New York, 1963, 38 fr, color $5.00.

The Book, Young America Films, 330 West 42nd Street, New York 36, New York.

Posters constructed by children

What is a book? (Tape recording), The Making of a Book, Audio-visual Center, Indiana University, Bloomington, Indiana, $1.15 plus blank tape.

SUGGESTED ACTIVITIES

Each student examines a library book or a textbook as each part of the book is discussed. Students are asked to give the author, title, etc. of their book as the particular part is discussed.

Each student makes a cover and title page for his library notebook--with himself as editor, his school and state as place of publication.

The whole class compiles an anthology--perhaps one for the holidays of the world. Use groups of students for writers, illustrators, editors, publishers.

Use the opaque projector to show an example of each of the special features of a book--showing that some features won't be found in every book and that they might vary from book to book.

SUGGESTED ACTIVITIES (Con't.)

Develop a bulletin board showing the reproductions of parts of a book made by the class. The class could determine the format and caption of the bulletin board.

Each student makes up a title page and dedication for a book.

Have a student write a brief compostion on how to obtain a copyright in the United States and share his report with the class.

Have a group of students take a composition or magazine article of reasonable length and put it into book form, as if for publication. It must have a title page, a table of contents, and index, and notes if necessary.

Choose 5 topics from a book which doesn't already have an index and list them with exact pages in index form.

Ask students to bring books from home and compare bindings of these with the more durable library bindings.

Have students compare illustrations in several books. Make a list of desirable qualities of illustrations.

Have students select a book that has an index and answer the following questions about the book:
How many chapters are there in the book?
On which page does the index begin?
How is the index arranged?
Is your topic included in the book? (Topics to be given to students by the teacher or librarian) On which pages?
What is the date of the information contained in the book?
What is the author's full name?
What is the complete title of the book?
Does the book contain a dedication?
On which page can you find a bibliography?
What is it called?
What four points should you remember about taking care of this book?

DEVELOPMENT OF SOCIAL RESPONSIBILITY IN THE MEDIA CENTER

GOALS

Students develop good citizenship in the use of a public facility.

They show respect for public property and for the rights of others.

The proper methods of borrowing materials from the library are learned.

GUIDELINES FOR PRESENTATION AND DISCUSSION

MEANING OF THE WORD LIBRARY OR MEDIA CENTER

Formerly only books were stocked. Now libraries circulate many kinds of materials: pictures, filmstrips, recordings, magazines, tapes, transparencies, pamphlets as well as books.

HOW BOOKS AND OTHER MATERIALS WERE ACQUIRED (TAX MONEY), AND TO WHOM THEY BELONG

NUMBER OF PEOPLE USING THE LIBRARY-NECESSITY FOR TIME LIMIT ON LOAN OF BOOKS AND OTHER MATERIALS

NECESSITY FOR KEEPING RECORD OF EACH PIECE OF MATERIAL BORROWED

WHERE TO GO IN THE LIBRARY TO BORROW OR TO RETURN MATERIALS

CHARGING SYSTEM

Date due and borrow's name on book card
Date due on slip in book

RESPECT FOR RIGHTS OF OTHERS

Books and other materials must be returned on time.
Books and other materials must be paid for if lost or damaged.
Everyone must be courteous and quiet in the library. Explain why.

RESPECT FOR BOOKS, EQUIPMENT, AND OTHER LIBRARY MATERIALS

A new book must be opened correctly.
Hands must be clean when handling books.
Objects must not be put into books.
Pages or pictures must not be marked.
Pages must be turned carefully.
Use a piece of paper as bookmark instead of turning down corners of pages.
Books must be kept in a safe place at home, away from babies and pets.
Books must be protected from rain and mud when carrying to and from school.
Show the librarian any pages that are torn, marked or loose.
Use care in handling filmstrips, recordings, and transparencies to avoid damage. (Handle recordings by edges)

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

RESPECT FOR BOOKS, EQUIPMENT, AND OTHER LIBRARY MATERIALS (Con't.)

Magazines must be used carefully to avoid tearing.

Tables, chairs and floors must be kept free from marks and cuts.

Value of books, encyclopedias, magazines in dollars and cents should be stressed.

Everyone should feel responsible for a generally attractive, orderly appearance of the library.

ARRANGEMENT OF BOOKS ON SHELVES

Good stories are shelved alphabetically by authors.

Books of information are shelved by numbers, each subject having a different number.

Each book has a certain place on the shelf and must be put back there if taken off to be examined.

E on the back of books indicates the books for younger readers.

B on the back of books indicates biographies.

F on the back of books indicates fiction (Define).

SC on the back of books indicates Story Collection.

R on the back of books indicates Reference books

ARRANGEMENT OF NON-PRINT MATERIALS

EXPLAIN ARRANGEMENT USED IN YOUR LIBRARY.

SUGGESTED MATERIALS

Several books of fiction and non-fiction borrowed from the library

Colored construction paper cut into strips to represent spines of books - Write on each the name of a story book or book of information.

Bright new books that have been well cared for

Catalogs giving prices of materials to help children realize their value

Filmstrips and transparencies from library

Bookmarks:

"Be a Library Angel"
Library Etiquette Bookmarks
Sturgis Library Products, Inc.
P. O. Box 130
Sturgis, Michigan

Care for Books
Children's Book Council
175 Fifth Avenue
New York 10, New York
25¢ per 100

SUGGESTED CLASS ACTIVITES

Show students where the date due is recorded on slip and where name is written on book card.

Have students arrange books in classroom in the proper order and show how one is "lost" by being carelessly put in the wrong place.

SUGGESTED CLASS ACTIVITIES (Con't.)

Discuss the contrast between abused books and well cared for books.

Discuss reasons for the care of books.

Add library words to the vocabulary and spelling lessons: library, librarian, fiction, non-fiction, media center, etc.

Conduct quiz program on care of books.

Have students arrange construction paper strips representing book spines so that all fiction and all non-fiction are grouped together.

Make arrangements to take your class to the public library or to the branch of the public library that serves you. It is suggested that the last month of the first grade is a good time for this visit since children may get their first library card at that time. Follow up the visit with discussions, stories, paintings, etc.

Let students paint poster or cartoon illustrating how to care for books.

Let each student make his own bookmark.
- With rules
- With quotations

Dramatize correct behavior in the library.

Borrow from library filmstrip on care of books.

Emphasize to students that library citizenship, i. e. care of books and regard for other patron's needs should be carried over into any library situation.

Help class develop standards of good library citizenship.

Let students demonstrate proper care of filmstrips, transparencies, and recordings.

CRITICAL READING AND THINKING

GOALS

Students develop the habit of evaluating facts and ideas.

The skill of forming generalizations is acquired.

GUIDELINES FOR PRESENTATION AND DISCUSSION

DEFINITION: Critical reading or thinking means that you are trying to make a careful judgment of something in respect to some standard. It does not mean fault finding.

NECESSITY OF CLEAR STATEMENT OF PROBLEM OR TOPIC BEFORE READING OR LISTENING TO SPEAKER

THE IMPORTANCE OF NOT ACCEPTING EVERY PRINTED OR SPOKEN STATEMENT AS TRUE

THE SELECTION OF FACTS RELEVANT TO THE STUDENT'S PURPOSE

EVALUATION OF FACTUAL STATEMENTS
- Investigation of authority and date of publication of source of information

EVALUATION OF INFORMATION ABOUT CONTROVERSIAL SUBJECTS
- The author or speaker
  - Determine the side of the issue he favors.
  - Determine his motives. Is he trying to influence people to accept his opinions?
  - Investigate his competence, background, and qualification.
  - Find out if his sources are listed or quoted and whether they are reliable.
- The author's or speaker's presentation
  - Is it slanted or are both sides presented fully?
  - Evaluate the relevance of the facts. Are some pertinent facts omitted and others not relevant included?
  - Is evidence offered to support statements?
  - Is the information recent?
  - Evaluate the information offered. Is it fact or opinion?
    - Opinion is colored by the author's background, cluture or beliefs.
- Techniques used by the author or speaker
  - Use of words with an implied meaning which is different from the actual meaning of the words. Distinguish between denotation (actual meaning) and connotation (a suggested or implied meaning)
  - Name-calling (appealing to our hate or fear)

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

- Techniques used by the author or speaker (Con't.)
  - Broad, glittering generalities (truth, freedom)
  - Using scapegoats (blaming someone else, or some other policy or group
  - Emotional loaded words (our flag, our country, mother)
  - Testimonials (endorsed by some prominent group or persons)
  - Band-Wagon exhortation (follow the crowd)
  - "Plain folks" (speaker or author poses as just plain folks)
  - "Stacking the cards" (Tries to direct the attention of the audience to one thing and distract from another)
  - Sensationalism (Use of material calculated to arouse emotions)
  - Taking things out of context
  - False Analysis
  - Over-simplification
  - Guilt by association
  - Use of a stereotype (anything conforming to a fixed or general pattern and undistinguished by individual marks)
  - Use of a cliche' (a trite phrase that has lost precise meaning)
  - Transfer device (Tells about something we like or admire and then tells about the product or idea he is trying to sell)

FORMULATION OF GENERALIZATIONS

- Discarding of irrelevant facts
- Clear statement of evaluated facts
- Sources of facts indicated
- Estimate of adequate number of facts
- Integration of information with past knowledge and experiences
- Consideration of student's possible bias or prejudice
- Arrangement of facts in right relationships
- Clear statement of generalization or conclusion
- Consideration of possible alternate generalizations

APPLICATION OF GENERALIZATIONS

- Suitability for student's purpose
- Consideration of necessity for further investigation
- Ability of students to accept in spite of prejudice
- Use of generalizations in other situations
- Consideration of generalizations in relation to wider field

SUGGESTED MATERIALS

- Periodical articles and advertisements
- Textbooks
- Transparency listing both sides of an issue
- Library books
- Cartoons projected by overhead projector
- Radio programs
- Tape recordings of advertisements
- Television programs
- Prepared posters and duplicated sheets
- Newspaper articles, editorials, and headlines

SUGGESTED CLASS ACTIVITIES

(These activities should be integrated with the regular instructional program using topics which are being studied and ones suited to the grade level of the studednt.)

INTRODUCTORY ACTIVITIES

For the youngest students, an effective device is a gaily colored poster or transparency of a parrot, with a discussion about the necessity of independent thinking rather than acceptance without questioning of material read or heard, and given back to the teacher in "parrot fashion."

A similar device for grade school students consists of an object lesson with a sponge, preferably in animal or human shape. The "sponge reader" absorbs quite a bit of material, (water) but when it is given back in answer to questioning, the material has not been changed in any way. Therefore, the sponge-type reader leaves much to be desired. This can be elicited from children with a little direction.

DETERMINING RELIABILITY OF SOURCES OF INFORMATION

Have students read selections on the same topic in two or more textbooks, select the main ideas and compare them.

Compare newspaper articles or editorials in different newspapers that discuss the same topic.

List on chalkboard or project a transparency giving the arguments on both sides of an issue. Check published materials for accuracy.

Assign an investigation of the background of the authors of two books on the same subject.

Have the copyright dates of two science books checked and then evaluate the information included on the same topic.

DISTINGUISHING FACT FROM OPINION

Display five advertisements with the opaque projector and have students list five facts and five opinions about each.

Have each student list ten facts and ten opinions about himself. Have him do the same for someone else he knows well.

Record advertisements on the tape recorder; then play the tapes to the class and have the class tell techniques used to sell the products.

Have students write a list of statements which are facts and another list which are opinions. (Columbia is the capital of South Carolina-fact) (Columbia is the best place in South Carolina to live-opinion)

DETECTING BIAS AND PREJUDICE

Ask students to search for the following in TV or radio speeches, periodical articles, or newspaper headlines and list as many as they can; emotion-loaded words, testimonial, glittering generalities, name-calling, band-wagon exhortation.

SUGGESTED CLASS ACTIVITIES (Con't.)

DETECTING BIAS AND PREJUDICE (Con't.)

Select current history materials from the library and then determine (1) whether they represent a cross section of political and economic opinion (2) whether they are readable and fair (3) whether they present a varied viewpoint and factual editorial competence.

Select headlines from the newspapers and news magazines. Ask students to identify those that do not express opinion or contain bias.

Have students select letters from "Letters to the Editor" and use them to illustrate prejudice and emotional bias or objective writing.

DRAWING CONCLUSIONS AND MAKING INFERENCES

Show some cartoons with the opaque projector and ask the students to interpret the meaning of each.

Show some illustrated advertisements with the opaque projector and have the students decide what type of person they are geared to.

Give students practice in using context clues to discover character and identify setting and time.

Have students make inferences concerning the fairness or justness of the character's motives in a story.

Have student decide if the action in a story is plausible.

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Flanigan, Michael C., "Semantics and Critical Reading," English Journal, September, 1966, pp. 714-718.

Olson, Arthur, "Teaching Critical Reading Skills," Reading Improvement Journal, Fall 1966.

Quaintance, Brother W. J., "Critical Reading-As if There's Any Other Kind," Reading Teacher, October, 1966, pp. 49-53.

Strang, Ruth M., Making Better Readers, Boston, Heath, 1957

LISTENING AND VIEWING SKILLS

GOALS

Students develop purposeful, responsive, critical and appreciative listening and viewing.

They form appropriate listening and viewing skills for various purposes.

Teachers and students cooperatively develop standards of good listening and viewing.

GUIDELINES FOR PRESENTATION AND DISCUSSION

VALUE OF DEVELOPING GOOD LISTENING AND VIEWING SKILLS

- Social conversations
- Telephone conversations
- Class discussions and reports
- Announcements and directions
- Dramatic activities
- Radio and Television
- Musical activities
- Stories and poems
- Speakers
- Assembly programs
- Films and filmstrips
- Individual viewers
- Headphones - Individual listening
- Trips

CLEAR IDENTIFICATION OF STUDENTS' PURPOSE

ADVANCE PREPARATION FOR MEANINGFUL LISTENING AND VIEWING

- Necessity of disciplined attention

ELEMENTS OF A GOOD LISTENING AND VIEWING ATMOSPHERE

- Comfortable environmental conditions
- Healthy emotional climate
- Freedom from distractions

TYPES OF LISTENING AND VIEWING

- Passive
    - Listening to radio while studying
    - Daydreaming while listening and viewing
    - Uncomprehending listening and viewing
    - Viewing without a purpose

- Appreciative
    - Enjoying the development of a story
    - Listening for tuneful words and pleasing rhythms
    - Visualizing descriptive and dramatic passages
    - Reacting to the mood set by story, music, film or filmstrip

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

TYPES OF LISTENING AND VIEWING (Con't.)

- Appreciative (Con't.)
  - Appreciating speaker's style and appearance
  - Being aware of favorable effects of voice, posture or gestures
  - Noting how character is developed by dialogue or scenes
  - Awareness of good design and color

- Informative
  - Listening and looking for the answer to a specific question
  - Listening to follow directions
  - Listening and looking so as to reproduce what is said or seen as in a message or in a film or filmstrip
  - Following sequence in story, play, or lecture
  - Listening and looking for main ideas
  - Listening and looking for details
  - Interpreting new words through context of what is heard

- Critical
  - Developing standards for high quality listening and viewing
  - Distinguishing between the true and make believe
  - Discriminating between fact and opinion
  - Listening for evidence which supports a speaker's statement
  - Comparing two musical selections dealing with the same theme
  - Comparing the qualities of two filmstrips on the same subject
  - Detecting prejudice and bias in statements, illustrative content, or scenes
  - Evaluating propaganda by a check against observable or known facts
  - Recognizing sales-pressure techniques
  - Understanding the purpose of the presentation
  - Making inferences from speaker's statement
  - Relating the information from speakers, films, television, or filmstrips to previous knowledge and experience
  - Drawing conclusions

- Characteristics of good listener or viewer:
  - Has interested, alert attitude
  - Concentrates on understanding what is heard or seen
  - Controls emotions
  - Recognizes his own prejudices as well as prejudices in presentations
  - Locates central idea and subordinate ideas
  - Identifies sequence of ideas
  - Summarizes mentally
  - At appropriate time asks for explanation of facts not clear
  - Integrates with previous knowledge and experiences
  - Delays reaction until message understood
  - Evaluates
  - Forms opinions

SUGGESTED MATERIALS

TRANSPARENCIES
(Try making your own, such as: Checking My Listening Habits, Are You a Good Listener? etc.)

TAPE RECORDINGS
Listen: Hear, Ten discussion and drill exercise tapes, Educational Audio-Visual, Inc., Pleasantville, New York 10570, $79.50.

FILMS AND FILMSTRIPS
Visual Perception Skills, 7 filmstrips, Audio-Visual Aids Guide, Educational Activities, P. O. Box 392, Freeport, New York, $47.00.
Think, Listen, and Say, 8 filmstrips and 4 records, 1 Teachers' Manual, 1 set of Story Sequence Cards, 10 Student Activity Books, Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435, $75.00 per set.

INDIVIDUAL VIEWER

TEXTBOOKS AND LIBRARY BOOKS

TELEVISION PROGRAMS

RADIO PROGRAMS

VERTICAL FILE MATERIAL

PERIODICALS

"LISTENING AIDS THROUGH THE GRADES" (190 listening activities) See following page for address for this booklet.

BOOKS AND PERIODICALS

Bird, Donald E., "Listening," National Education Association Journal, 49, November, 1960, pp. 31-33.

Blount, Sam and Crawford, Sallilu H., "Better Speaking and Listening," Clearing House, 35, November, 1960, pp. 159-162.

Carpenter, Helen, "Learning to Listen," The Instructor, LXXV, December, 1965, p. 26.

Lundsteen, Sara W. "Teaching and Testing Critical Listening in the 5th and 6th Grades," Elementary English, The National Council of Teachers of English, November, 1964, p. 743.

Pronovost, Wilbert, The Teaching of Speaking and Listening in the Elementary School, New York, Longmans, Green and Co., 1959.

Wagner, Guy, "What Schools are Doing - Teaching Listening," Education, 88, November-December, 1967, pp. 183-188.

SUGGESTED MATERIALS (Con't.)

HELPFUL BOOKLETS:

Fuller, Elizabeth M. and Ellis, Mary Jackson, Learning How To Use The Five Senses, Experiments to Aid Young Children to Sharpen Their Senses, Minnesota, Minneapolis, T. S. Denison and Company, 1967, Library ed., $3.68, Paper binding, $2.00.

Russell, David H. and Elizabeth F., Listening Aids Through the Grades, (190 Listening Activities), New York, Teachers College Press, Teachers College, Columbia University, 1959, $1.50.

Wagner, G., Hosier, M., and Blackman, M., Listening Games, (Building Listening skills with Instructional Games), Darien, Connecticut, A Grade Teacher Publication, Teachers Publishing Corporation, 1960, $2.25.

SUGGESTED CLASS ACTIVITIES

Listening and viewing skills should not be developed in separate lessons. Activities in the regular instructional program and school day may be utilized in the following suggestions:

Formulate cooperatively with class, standards of effective listening and viewing.

Let class select certain features to listen and look for in television, radio programs, filmstrips, films, and tape recordings.

Have the class keep a record of their listening and viewing activities for one day.

Read poetry and have the class listen for rhyming words or word pictures.

Test how accurately students listen to announcements or directions.

Have students listen for certain sounds in the environment or look for certain things. Develop vocabulary as students describe the sounds they hear and the things they see.

Appoint a listener to make a critical analysis of listening during discussions.

Ask students to select the main ideas in class reports.

Have students identify instruments, rhythm, and mood in musical selections.

SUGGESTED CLASS ACTIVITIES (Con't.)

After class has examined illustrative charts or posters have them describe what they saw.

After showing a filmstrip ask students to describe some features.

Let students evaluate voices in recordings, radio, television, or class reports as to: clearness of tone, careful enunciation, correct pronunciation, quality of tone.

Let students evaluate voices of classmates by using tape recorder.

Ask students to analyze critically the opposing views of television speakers on various issues.

Read descriptions of places or people. Ask students to write a description of what they heard.

Let students share individual listening and viewing activities.

Describe a landscape and have students draw it from memory.

Help class develop standards for listening and viewing.

Play the same recording of a musical selection or poem twice. Ask students to list the new elements discovered in the second listening.

Read a paragraph, suggest two inferences to be drawn from the information. Ask students to select the better inference.

Make a habit of giving directions only once. Expect students to listen attentively. If directions have to be repeated, ask a student to do it.

Let the class practice telling chain stories.

Discuss with the class before an assembly program the kind of listening and viewing skills that are required.

Cut off the recordings of a speech before the end. Ask students to state what the conclusion will be.

Ask the class to make summaries of television panel discussions. Discuss listening skills beforehand.

Let students evaluate the clearness, conciseness, and appropriateness of announcements.

Divide the class into groups and give each group a certain feature to listen and look for in the presentation of a topic by a speaker or in a film.

SUGGESTED CLASS ACTIVITIES (Con't.)

Have students retell parts of stories they enjoyed hearing or saw on television.

Let the class draw pictures or express creatively in some other way what a recording or filmstrip made them see or think.

Let students choose the parts to be read by a choral group after listening to different students read the selection.

Have students identify the source of sounds as some members of the class stand behind a screen and pour water, saw wood, turn an egg beater, etc.

Let each student outline his listening and viewing needs.

Let a student tell an experience story to the class. The class members listen carefully so as to ask for further details. Then the student retells the story.

After the class has seen students present a dramatic skit, ask them to write their interpretation of what they saw.

Let those students who have seen the same television program write a summary in class. Have these read for comparison.

Let students describe what they saw on a trip.

Show picture books and have children write stories.

SHARING BOOKS

GOALS

Students demonstrate a continuing pleasure in reading.

They appreciate literature of enduring value.

They develop better listening habits.

They show a desire to keep personal reading records and to build personal libraries.

They develop critical thinking.

New avenues of reading interest are opened up.

GUIDELINES FOR PRESENTATION AND DISCUSSION

PREPARE BEFORE SHARING

Select story or book interesting to listeners and persons sharing.

Know book being shared so that it can be read or told in an interesting manner.

Find out something about author. Consult Junior Book of Authors, More Junior Authors, Living Authors, Who's Who in America and other biographical reference books.

Plan good audience situations - students and teachers should listen. One who is sharing should be in a location easily seen by all.

SPEAK SO THAT ALL CAN HEAR.

BE ENTHUSIASTIC.

SHOW PICTURES IN BOOKS, OR DEVELOP ILLUSTRATIVE MATERIAL.

BE CREATIVE.

Use posters, transparencies, filmstrips, records, flannel boards, etc.

PERSONAL READING RECORDS KEPT AND SHARED WITH OTHERS CAN SOMETIMES STIR INTEREST.

ALLOW TIME FOR DISCUSSION.

The teacher may suggest some of the following questions for discussion:

Have you ever seen anything like this happen? When?

Has anything like this ever happened to you? What did you do about it?

How are you like the boys or girls in the story?

How do you like the boy or girl in the story? Would you like to have this person for a friend?

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

ALLOW TIME FOR DISCUSSION. (Con't.)
Would you like to live with this family?
Do you know anyone like this person?
Do you think people really do these things? Why?
What feelings did the story arouse in you? Anger? Excitement? Fear? Pity?
What did you learn from the book that you didn't know before?
Did the book suggest other subjects you'd like to read about?
(Questions from Blueprints for Better Reading by Florence Damon Cleary, New York, H. W. Wilson, Company, 1957.)

SUGGESTED MATERIALS

Costumes

Puppets

Mobiles

Dioramas

Collage

Posters

Painted pictures

Book jackets

Flannel boards

Chalkboards

Tapes

Filmstrips

Recordings

Transparencies

SUGGESTED WAYS TO SHARE BOOKS

IMAGINARY DIARY written by one character.

IMAGINARY LETTER written by one character to another.

SUGGESTED WAYS TO SHARE BOOKS (Con't.)

CONVERSATION that might take place between the characters in two different books.

TRANSPARENCIES made by student to illustrate his books.

HEADLINED NEWSPAPER REPORT of some event in the book

FILMSTRIP OR MOUNTED PICTURES to illustrate a talk

OVERHEAD PROJECTOR used to show illustrations from a book while student talks about it.

SKIT, WITH COSTUMES, illustrating some dramatic part of the book

POSTERS illustrating characters, map of county, or locale, or some scene in book - These should be accompanied by analytical talk.

IMAGINARY NEWS CORRESPONDENT TELEVISION REPORT

ILLUSTRATED BOOK REVIEW - A brief synopsis illustrated with pictures.

A TELEVISION QUIZ PROGRAM - Pupil giving report interviewed by other students.

MOCK RADIO SHOW - Several scenes rewritten as short radio plays

A TABLEAUX representing scenes from a book

A SALES-TALK TECHNIQUE - Student given a designated length of time in which to make his classmates want to read the book which he has just read.

IMAGINARY TELEPHONE CONVERSATION during which the plot of the book is described.

IMAGINARY CONVERSATION between two historical characters during which part of the content of the book read is revealed.

A TALK based on one or more of the following questions:
If such an experience happened to me, what would I have done?
Do I know anyone like the people in the story?
Would I like to be like the book character?
Have I ever seen anything like this happen?

A DIORAMA representing various book events.

PANEL DISCUSSIONS - Several books of the same kind (biography, historical novel, etc.), or on the same subject (sports, American Revolution, etc.), discussed by a group, followed by questions from the class.

SUGGESTED WAYS TO SHARE BOOKS (Con't.)

GENERAL CLASS DISCUSSIONS of various books concerned with the same interest; i.e., books about sports which might include fiction, biography, and informational biography, play, poetry, essays, etc.

DEBATE on a topic such as "Resolved that the reading of travel books is more broadening to the mind than the reading of biography," with students giving examples from books they have read.

PUPPETRY - Hand puppets made by the student dramatize the action of the story.

READING OF BEST-LIKED CHAPTERS and pages by students who also give a brief summary of the preceding part of the book.

FIVE-MINUTE TALKS given by each student about a book he has read, in an effort to get the class members to vote for his book for Book-of-the-Month selection.

A LETTER written to the author, stating why the book was enjoyed and suggesting improvements.

A DISCUSSION OF THE BOOK followed by a description of what could happen after the story ends.

A WRITTEN ADVERTISEMENT stressing the good features of the book.

"LIFE" STORY - Imagine Life Magazine doing a feature story on the book, and describe the photographs they would take and write captions for each.

LETTER - Write a letter to a foreign student, discussing why the book is or is not representative of American life.

ANALYSIS BY A MAN OF THE FUTURE - In a time capsule or in the ruins on the planet Earth, some man of the future finds the book and writes a paper on what it reveals of life of an earlier time.

A LETTER WRITTEN IN THE ROLE OF A BOOK CHARACTER - Example: The hero of Lost Horizon writes a letter about his final return to Shangri-La, explaining his purposes and his hopes for the future.

THE SCHOLARLY CRITICAL PAPER - Honors classes may combine research on "what the critics and authorities think of the author" with critical opinion on "what I think about those of his books which I have read."

ROUND-TABLE DISCUSSION UNDER A STUDENT CHAIRMAN - Four of five students read the same book. Part of a period is given before the day of report for each group to confer on questions for discussions.

SUGGESTED WAYS TO SHARE BOOKS (Con't.)

GROUP PERFORMANCE IN THE STYLE OF "THIS IS YOUR LIFE." This procedure lends itself to reports on biographies.

REPORTER AT THE SCENE - While it's happening, a crucial scene from the book is described on the spot by a TV or radio reporter.

THE TRIAL OF A MAJOR CHARACTER - Defendant, prosecuting attorney, defense attorney, and witnesses may participate in the case. The charge should preferably be one of acting unethically, unfairly, or even unwisely, rather than one of breaking a law.

THE AUTHOR MEETS THE CRITICS. Three, four, or five students may form a group. A student posing as Charles Dickens may defend his Tale of Two Cities against critics as they ask questions.

QUIZ PROGRAM - Use this when the class has read only one book, or when several groups have each read a single book. A quizmaster asks questions of two teams, each composed of half the class of group.

USE OF TAPE RECORDER - Students tape a description of their books and these are used for individual or group listening.

MONOLOGUE - "I am John Ridd, and I appear in a book that Blackmore wrote about Lorna Doone and me. I'm the kind of person who ...."

COUNSELING BY EXPERTS - A character explains his crucial problem to three social workers who specialize in guidance, family counseling, and psychological rehabilitation. They ask questions and offer advice. Note that the "social workers" need not have read the book.

OUTLINE OF A TV OR MOTION-PICTURE VERSION - This may be oral or written, including major scenes, sets, casting, and other aspects. Students enjoy telling "how I would dramatize this book if I were a TV or motion-picture producer."

MOVIE TRAILER OR PREVIEW OF COMING ATTRACTIONS - Each student clips magazine or newspaper pictures - or sketches his own - showing scenes similar to those of significant moments in his book. He displays the pictures in organized sequence and supplies a commentary on the action and characterization.

TWENTY QUESTIONS - Most successful when subject is familiar to class. The reviewer chooses a fact from his book and the class must guess it in twenty questions which the reviewer may answer only "yes" or "no."

SIMULATED INTERVIEW WITH AUTHOR - One pupil poses as author, another as interviewer.

OPAQUE PROJECTOR - Use book or original illustrations.

SUGGESTED WAYS TO SHARE BOOKS (Con't.)

ORIGINAL POEM - It might be about the main character.

MAPS - Useful for tracing a route, indicating episodes, or landmarks

PANTOMIME - Presents characters in action - Audience participation might include guessing what they're doing. One student might tell a story while others act out the scenes.

FLANNEL BOARD - For elementary pupils - A synopsis might be woven around a few figures placed on simple background.

CHALK-BOARD SKETCH - For the artisically talented - He might sketch as he talked about the book.

NOTE: Some of the above ideas were gathered from articles in English Journal, Clearing House, High Points, Wilson Library Bulletin, and Elementary English.

GENERAL ENCYCLOPEDIAS

GOALS

Students demonstrate efficient use of encyclopedias as an immediate source of reliable factual information.

They learn the skill of using different encyclopedias for different purposes.

SETS OF ENCYCLOPEDIAS TO BE EXAMINED

Americana

Encyclopedia Britannica

Britannica Junior

Compton's

Collier's

Golden Book Encyclopedia

Merit Students Encyclopedia

New Book of Knowledge

One-volume encyclopedias:
- Lincoln Library of Essential Information
- Columbia Encyclopedia

GUIDELINES FOR PRESENTATION AND DISCUSSION

DEFINITION OF WORDS "ENCYCLOPEDIA" AND "CYCLOPEDIA"

DIFFERENCE IN ENCYCLOPEDIAS:
- Arrangement
- Authoritativeness
- Scope
- Cross-references
- Indexes
- Yearbooks
- Bibliographies
- Up-to-dateness
- Read and study guide
- Visual Materials

SUGGESTED MATERIALS

Sets of encyclopedias from library

SUGGESTED MATERIALS

Kye: Know your encyclopedia transparency program, F. E. Compton Company, 1000 North Dearborn Street, Chicago, Illinois,60610, 1965, $4.95.

Information Unlimited (Tape Recording), Information on different encyclopedias, Audio-visual Center, Indiana University, Bloomington, Indiana, $1.15 plus blank tape.

How to Use The Encyclopedia, (Filmstrip), F. C. Compton Company, 1000 North Dearborn, Chicago, Illinois, 60610, 56 fr, color, $3.75, guide.

One Volume Encyclopedias, (Filmstrip), Young American, 330 West 42nd Street, New York 36, New York, 39 fr, color $6.00, guide.

SUGGESTED CLASS ACTIVITIES

The teacher should remember the child's need for a variety of experiences in using books. In teaching the use of encyclopedias always keep in mind their relation to other books as a source of information.

Use free material supplied by encyclopedia publishers.

Have a committee find the same topic in each yearbook and report to class giving comparison of the information found in each.

Drill on alphabetical skills.

Copy on the chalkboard the guide letters on the spines of the encyclopedia volumes. Give the class a list of topics and ask them to find the correct volume to consult.

Write a number of topics found in different volumes on the chalkboard. Have students look up topics in different encyclopedias and compare according to how information is found and amount given in each.

Have students work in pairs and find the related topics on a subject in several encyclopedias. Compare information found.

Have several students look up a subject, find the cross reference, copy it on the chalkboard, and with the help of the class find information desired.

Give students practice in selecting the key word in use of finding information on a topic. For example: When did Will Rogers live? What did Elias Howe invent? What two metals are used in making nickel?

SUGGESTED CLASS ACTIVITIES (Con't.)

Teach technique of gathering, organizing, and summarizing information so that students do not simply copy material verbatim. See Note-Taking, page 74.

Teach students the proper way to list an encyclopedia reference in a bibliography. Author (if given); title of article, in quotes; name of encyclopedia, underlined; edition (year, volume, pages) Example: Abt. Helmut, "Flying Saucer," Encyclopedia International, 1966 ed., vol. 7, p. 214.

The skills of reference must be taught through constant and planned guidance in their use. Students should be involved in the planning and learning experiences.

DICTIONARIES

GOALS

Students become acquainted with the various dictionaries with which they come in contact at school, at home, in libraries, etc.

They familiarize themselves with the types of information that may by obtained from dictionaries.

They develop skills in learning how and when to use dictionaries.

They become more skillful in determining in which part of the dictionary (beginning, middle, or end) words are located.

They learn the main parts of a dictionary entry.

They use the pronunciation key as a guide to strengthen ability to attack unfamiliar words.

They enjoy learning to increase their vocabularies by frequent uses of the dictionary.

They develop skill in adapting the illustrative sentence or phrase following the definition to their particular need in looking up the meaning of a word.

They become acquainted with the special features offered in the various dictionaries.

GUIDELINES FOR PRESENTATION AND DISCUSSION

A SELECTION SHOULD BE MADE FROM THE FOLLOWING TOPICS DEPENDING ON THE TYPE OF DICTIONARY BEING STUDIED - ABRIDGED OR UNABRIDGED:

1. Arrangement
2. Guide words--thumb index
3. Special features
4. Spelling
5. Pronunciation
    a. Phonetic spelling
    b. Diacritical marks
    c. Accent marks
    d. Syllables
    e. Key words
6. Parts of speech
7. Plural forms
8. Verb forms
9. Definitions
10. Synonyms and antonyms
11. Capitalization
12. Abbreviations
13. Illustrations
14. Gazeteer information
15. Proper names
16. Foreign words and phrases
17. English usage - generally accepted, colloquial, obsolete, slang
18. Derivation of words
19. Quotations

SUGGESTED MATERIALS

FILMS:

Fun From the Dictionary, Leroy E. Hurte Productions, Los Angeles, California, 1961, 15 minutes, Sd., b and w - $110; color $175., guide.

Look It Up! Dictionary Habits, Coronet, Chicago, 1952, 11 minutes, Sd., b and w - $60., color $120.

We Discover the Dictionary, Coronet, Chicago, 1964, 11 minutes, Sd., b and w - $60., color $120.

FILMSTRIPS:

The Dictionary and Other Reference Books, Eye Gate House, New York, 1961, 39 fr, color $4.00, guide.

Beginning Dictionary Skills, 4 filmstrips, Audio Education, American Book Company, New York, 1963, $6.00 each, color, guide.

Extending Dictionary Skills, 4 filmstrips, Audio Education, American Book Company, 1963, $6.00 each, color guide.

Learning to Use the Dictionary, 8 filmstrips, Pacific Productions, San Franciso, 1959, color $40. set, $6.00 each, guide.

Meet Your Friend, the Dictionary, (Your Lesson Plan Filmstrip series), Curriculum Materials Corporation, Philadelphia, 1959, 52 Fr, color, $6.00.

Using a Dictionary, (New Webster Language Filmstrips), Webster Publishing Company, 1960, 28 Fr, $4.50 color.

Using the Dictionary, (Using the Library Series), Encyclopedia Britannica, Wilmette, Illinois, 1963, 50 Fr, $6.00, color.

What's the Word? 12 filmstrips, Houghton Mifflin, Boston, Massachusetts, color, $39. set, $3.75 each.

Your Dictionary and How to Use It, 6 filmstrips, Society for Visual Education, Chicago, 1952, color $28.50 set, $5.00 each.

The Dictionary, Pt. 1 & 2 (School Library Services), McGraw-Hill, New York, $8.50 each.

SUGGESTED MATERIALS (Con't.)

TRANSPARENCIES:

How to Use a Library, 41 transparencies, Library Science Projecto-aid transparencies, General Aniline and Film Corp., New York, 1965, color, complete set $155. Individual transparencies vary from $2.75 to $7.00 each.

Learning "Look-it-up" skills with a Dictionary, 4 transparencies, Field Enterprises Educational Corporation, Chicago.

BOOKS AND PAMPHLETS:

Cleary, Florence D., Discovering Books and Libraries, New York, H. W. Wilson Company, 1966, p. 119.

Library Skills, Teaching Library Use Through Games and Devices, California, Fearon Publisher, 1958, p. 74, $2.00.

Mott, Carolyn and Baiseden, Leo B., Children's Book on How to Use Books and Libraries, New York, Scribner, 1961, p. 207, $2.96.

Toser, Marie A., Library Manual, A Study-work manual of lessons on the use of the library, 5th ed., New York, H. W. Wilson Company, 1964, $1.25.

Welken, Marion L., Library Skills, Book Four, Minneapolis, Minnesota, T. S. Denison Company, set of 5 books in series $25.00.

OTHER AIDS:

Go Dictionary, Scott Foresman, Chicago, 1963, color free, a dictionary travel poster.

Charts showing how syllables and pronunications are indicated.

Lists of new words obtained from classroom experiences.

Flash cards

Have available on storage shelves in the library a set of 15 unabridged dictionaries to be used for group work.

Study guides and sample unabridged dictionary pages from G. & C. Merriam Company, 47 Federal Street, Springfield, Massachusetts.

SUGGESTED CLASS ACTIVITIES

Have students make a picture dictionary for each new social studies, science, or math activity. Entries can be posted on the bulletin board - picture, word, and definition. After discussing them they can be transferred to a booklet having a page or spread for each letter.

Use flash cards, charts, and posters to teach syllabication, abbreviations, plurals, capitalization, etc.

Have students reserve a section in their notebooks in which they record new, interesting, useful words. They may also record words with which they have difficulties in spelling, comprehension, etc.

Give students frequent experiences in arranging words in alphabetical order. The words can sometimes be selected from units of study.

Integrating dictionary study with spelling, have the students write opposite each spelling word the phonetic spelling, the diacritical marks, the accent marks, and the syllables. Let the students pronounce each word in syllables, then the whole word.

Prepare a list of sentences. Underline a word in each sentence. Have students write the definition for the underlined word, choosing the best definition depending on how the word is used in the sentence.

Have students keep a list of new words and abbreviations obtained from their newspaper and magazine reading. Let them consult the dictionary for definitions and pronunciations. Allow the students to practice using these words in oral and written exercises.

Using the overhead projector, let a student write a word on the roll and have another student write a synonym or antonym opposite it.

Show filmstrips dealing with dictionary study and have students read and discuss each frame, with the assistance and guidance of the teacher and/or librarian.

Using the tape recorder, the teacher can read a story or poem to the class. A group can later listen to the tape and make a list of all unfamiliar words in the recording. They will then consult their dictionaries for meanings and spellings and report their findings to the whole class.

The teacher or librarian might make a tape recording to be used with the study of the dictionary.

Assign a list of foreign words and phrases and have students find definitions.

ILLUSTRATIONS

GOALS

An appreciation of illustrations of high quality is acquired.

Students become familiar with the work of leading illustrators.

They develop standards for evaluating illustrations.

GUIDELINES FOR PRESENTATION AND DISCUSSION

CALDECOTT AWARD

Established by Frederic G. Melcher, an editor and publisher
Administered by the American Library Association
Awarded each year to the artist of the most distinguished American picture book for children published in the United States during the preceding year
Past awards

WINNERS OF CALDECOTT MEDAL

AWARDED	ILLUSTRATOR	WINNING BOOK
1938	Dorothy P. Lathrop	Animals of the Bible
1939	Thomas Handforth	Mei Li
1940	Ingri and Edgar Parin d'Aulaire	Abraham Lincoln
1941	Robert Lawson	They Were Strong and Good
1942	Robert McCloskey	Make Way for Ducklings
1943	Virginia Lee Burton	The Little House
1944	Louis Slobodkin	Many Moons
1945	Rachel Field	Prayer for a Child
1946	Maud and Miska Petersham	The Rooster Crows
1947	Leonard Weisgard	The Littel Island
1948	Roger Duvoisin	White Snow, Bright Snow
1949	Berta and Elmer Hader	The Big Snow
1950	Leo Politi	Songs of the Swallows
1951	Katherine Milhous	The Egg Tree
1952	Nicolas Mordvinoff	Finders Keepers
1953	Lynd K. Ward	The Biggest Bear
1954	Ludwig Bemelmans	Madeline's Rescue
1955	Marcia Brown	Cinderella: or the Little Glass Slipper
1956	Feordor Rojankovsky	Frog Went A-Courtin'
1957	Marc Simont	A Tree is Nice
1958	Robert McCloskey	Time of Wonder
1959	Marie Hall Ets	Nine Days to Christmas

AWARDED	ILLUSTRATOR	WINNING BOOK
1960	Nicolas Sidjakov	Baboushka and the Three Kings
1961	Barbara Cooney	Chanticleer and the Fox
1962	Marcia Brown	Once a Mouse
1963	Ezra Jack Keats	The Snowy Day
1964	Maurice Sendak	Where the Wild Things Are
1965	Beni Montresor	May I Bring a Friend?
1966	Nonny Hogrogain	Always Room for One More
1967	Evaline Ness	Sam, Bangs, and Moonshine
1968	Ed Emberly	Drummer Hoff

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

CHARACTERISTICS OF ILLUSTRATIONS OF HIGH QUALITY

They interpret and enrich the text.
They are placed adjacent to the text they illustrate.
They show imaginative insight.
They have gaiety and humor.
The quality of color and line is pleasing.
They are not too cluttered with detail. This is especially important in illustrations for the younger reader.
They show evidence of research to ensure accuracy and authenticity as to time, place, costume and action.
They tell the story in a picture book, and in other books they help carry the story forward.

SUGGESTED MATERIALS

Library Books

Junior Book of Authors, More Junior Authors

Filmstrips of Caldecott books, available from Weston Woods - Some suggestions:

Make Way for Ducklings
The Biggest Bear
White Snow, Bright Snow
The Big Snow
Chanticleer
Finders Keepers
Frog Went A-Courtin'
The Little Island
Madeline's Rescue
Time of Wonder
A Tree is Nice

SUGGESTED CLASS ACTIVITIES

Let children compare similar illustrations. Tell what they like about them and why.

Show illustrations as a story is read and point out characteristics. Let children relate the pictures to their own experiences.

Let children compare illustrations by two artists who have illustrated the same type of book, e.g., two biographies, two books of fairy stories, etc. Let students express their preference and give reasons.

Devote one period to a discussion of colors in illustrations. Have on hand several books for children to examine.

Discuss with children several books with illustrations showing much action. Point out the different ways action is expressed.

Discuss and show several books whose illustrations are characterized by a great deal of detail or by humor.

Discuss the mood created by various kinds of illustrations. Ask, "How does this make you feel?"

Encourage children to use Junior Book of Authors in the library to find information on the lives of famous illustrators.

Identify different illustrators with their illustrations and help children become sensitive to their individual styles.

Report on the life of a Caldecott winner. Show the class the winning book and other books illustrated by this artist.

Find out how many Caldecott Medal winners are author-illustrators. The card catalog may help you find these.

Show filmstrips of Caldecott books. Records may be used along with these.

SOME OUTSTANDING ILLUSTRATORS

PRIMARY GRADES

ILLUSTRATOR	BOOKS	DISTINGUISHING CHARACTERISTICS OF WORK
L. Leslie Brooke	Johnny Crow's Garden Three Bears Three Little Pigs	Humor, simplicity, clear colors
Virginia Lee Burton	Little House Mike Mulligan and His Steam Shovel	Humor, realism, true colors
Marjorie Flack	Ping The Angus Books	Bright colors, imaginative action
Maud and Miska Petersham	The Rooster Crows American A B C The Christ Child	Clear colors, accurate detail, true interpretation of text
Joan Anglund	The Little Cowboy A Friend is Someone Who Likes You	Whimsical humor, accurate detail, warm colors, variety
Garth Williams	Baby Farm Animals Little Fur Family The Wilder Books	Naturalism, simplicity, humor, clear, true colors
Clare Turley Newberry	Mittens Ice Cream for Two Spring is Here	Specialization in cats, dogs, tender appeal, life-like quality
Robert McCloskey	Make Way for Ducklings One Morning in Maine	Humor, interpretative detail
Berta and Elmer Hader	Big Snow The Runaways	Variety of subjects, bright colors, gaiety, authentic detail
Wanda Gag	Millions of Cats The Funny Thing	Simplicity, freshness little color
Leonard Weisgard	Little Island Pelican Here, Pelican There	Lively action, wide range of color, humor
Dr. Seuss	Horton Hatches the Egg Cat in the Hat	Lively action, profusion of detail, "tall tale" quality

SOME OUTSTANDING ILLUSTRATORS (Con't.)

ILLUSTRATOR	BOOKS	DISTINGUISHING CHARACTERISTICS OF WORK
Tasha Tudor	Snow Before Christmas Pumpkin Moonshine	Soft colors, tenderness, small designs, serenity
Beatrix Potter	Peter Rabbit Series	Meticulous natural detail, soft colors, depiction of innocence, happiness
Marcia Brown	Stone Soup Puss in Boots Cinderella Once a Mouse	Colorful, gay, earthy, stylized, subtle details of expression, use of woodcuts
Maurice Sendak	Wheel on the School Kenny's Window Moon Jumpers Mr. Rabbit and the Lovely Present Nutshell Library	Comic but sensitive to perception of loneliness, black, white, and color
Munari, Bruno	ABC Georgie Has Lost His Cap What I'd Like to Be	Picture book style, uses color against white spaces
Nonny Hogrogian	King of the Kerry Fair Always Room for One More	Woodcut and chalk technique
Margaret and H. A. Rey	Curious George Series Spotty Pretzel	Appealing, soft colors, expressive, action-packed cartoon characters
Jack Keats	The Snowy Day My Dog is Lost John Henry Jennie's Hat	Lifesize characters, noticeable color, large objects, uses floral prints, pictures, and patterns
Ed and Barbara Emberley	One Wide River to Cross Rosebud Drummer Hoff	Full page figures with bright and dull paint-box colors, strange shapes of figures

SOME OUTSTANDING ILLUSTRATORS (Con't.)

INTERMEDIATE GRADES

ILLUSTRATOR	BOOKS	DISTINGUISHING CHARACTERISTICS OF WORK
Arthur Rackham	Wind in the Willows Arthur Rackham Fairy Book	Soft, misty colors, imaginative detail
Kate Seredy	Good Master White Stag	Simplicity, action strength, soft colors, realism
Howard Pyle	Robin Hood King Arthur	Much detail, authenticity humor, full of action, story-telling quality
Ingri and Edgar Parin d'Aulaire	Abraham Lincoln Northern Lights	Lithographic work in color and black and white, authentic detail
Robert Lawson	Ben and Me Rabbit Hill	Humor, much detail faithful interpretation of text
Dorothy Lathrop	Animals of the Bible Who Goes There	Specialization in animals and nature, soft colors, appealing, tender characterization
Lynd Ward	America's Paul Revere Johnny Tremaine	Dramatic action strength
James Daugherty	Wild, Wide West Daniel Boone	Great strength, simplicity, large bold figures
Marguerite de Angeli	Door in the Wall Skippack School	Soft colors, much feeling and tenderness, placidness
Lois Lenski	Strawberry Girl Cotton in my Sack	Detailed accuracy for older reader, detail omitted for younger reader, clearness, simplicity

SOME OUTSTANDING ILLUSTRATORS (Con't.)

ILLUSTRATOR	BOOKS	DISTINGUISHING CHARACTERISTICS OF WORK
Ernest H. Shepard	Wind in the Willows	Humor, accurate interpretation
Leo Politi	Song of the Swallows Mission Bell Moy Moy	Rather warm colors, good interpretation of mood of story
Robert McCloskey	Homer Price Lentil	Humor, full of action, little color
Garth Williams	Stuart Little Charlotte's Web Little House Books	Black and white, full color, authentic detail
Nicolas Sidjakov	Baboushka and the Three Kings	Figures stylized, block-like with little realism

TAKING NOTES

GOALS

Students gather information in an efficient way from their reading and from speakers.

They read critically and organize ideas secured from their reading and from speakers.

GUIDELINES FOR PRESENTATION AND DISCUSSION

TWO KINDS OF NOTE-TAKING:
- Taking brief notes to follow and reproduce the author's or speaker's thoughts.
- Rewriting, in reader's words, information and ideas gleaned from reading.

GOOD NOTE-TAKING IS DIRECTLY RELATED TO THE FOLLOWING:
- Ability to use indexes, table of contents, etc.
- Advanced reading skill
- Ability to recognize main thought of a paragraph
- Ability to skim rapidly over reading material and to locate material needed
- Ability to paraphrase material read

MATERIALS NEEDED FOR TAKING NOTES
- 3x5 or 4x6 cardboard file cards
- Pen
- Box or folder for the orderly storing of cards (shoe box)

EACH BIBLIOGRAPHY CARD SHOULD INCLUDE THE FOLLOWING DATA:
- Name (s) of the author (s)
- Title
- Name of series (if any)
- Volume number (if in a set)
- Name of publisher
- City of publication
- Number of the edition (when not the first)
- Pages read
- Library where found and call number
- Only one side of card should be used.
- Cards should be numbered consecutively at the top of each card.
- Use a separate card for each reference.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

Example: Bibliography card

975.7 (1)
Wallace

Wallace, David Duncan
South Carolina; a short history
1520 - 1948. University of South Carolina Press,
Columbia, South Carolina, c. 1951

p. 367-368 G. J. H. S. Lib.

Example: Note card

Wallace (1)

CALHOUN

Calhoun--greatly admired

not good orator

very sincere

p. 367

EACH NOTE CARD SHOULD INCLUDE THE FOLLOWING:

All notes should be taken in ink. Pencil soon smudges and becomes illegible.

Topic should be placed at the top of card.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

EACH NOTE CARD SHOULD INCLUDE THE FOLLOWING: (Con't.)

Record of the author of the work consulted should be made at the top of the card with the corresponding number of the bibliography card.

The important facts and ideas should be thought through and notes taken.

As you research you will find references to other sources. Make a "to read" card, one for each source, and note all the bibliographical data available. On the top of this card write "to read" in large letters in pencil. Once source has been read and notes taken erase this notation.

Contractions, standard abbreviations, abbreviations of your own invention, and mathematical signs should be used freely.

Only facts and ideas, not the author's words, should be jotted down unless quotation marks are used. Be careful not to change a writer's meaning.

Occasionally you may want to quote a particular passage directly. Quotation marks should be used.

TAKING NOTES FROM A SPEAKER

The suggestions given for taking notes from printed matter may be applied to lecture notes as well.

Listen for key words and phrases - "I shall speak first about ...," "There are three main reasons why..."

List only main ideas and sub-ideas.

Don't write complete sentences.

Use as many abbreviations as possible.

SUGGESTED MATERIALS

Filmstrips
Reference books
Textbooks
Films
Radio and television programs
Transparencies of paragraphs

SUGGESTED CLASS ACTIVITIES

Divide class into groups. Let each group, using copies of the same book, read the same paragraph. Let different students tell, in their own words, the main idea in the paragraph. Gradually lengthen reading to a page, two pages, then a chapter, having students list main ideas.

Have students take accurate, helpful notes using three sources and then give report using notes.

SUGGESTED CLASS ACTIVITIES (Con't.)

Let some students try to locate the material represented by the notes other students have taken.

After notes have been taken on a chapter the teacher asks questions on the main facts to check accuracy of note-taking.

Have students take notes in class while teacher supervises and corrects. Students may compare notes and select the best.

Divide class into groups. Ask each person in each group to listen to a particular radio or television program (special report or newscast) and take careful notes. The group will then get together in class, combine their notes and report to the class on what was said on the program. Class movies may also be used for this exercise.

Use the following exercies with a class. Project the paragraphs on transparencies: (See next page.)

Give students many opportunities to take notes from individual or group reports.

CIRCLE THE NUMBER OF THE NOTES WHICH ADEQUATELY DESCRIBE THE MAIN THOUGHT OF THE PARAGRAPH.

"Millions have rejected Communism. The reasons that these millions have fled Communism are a ringing indictment of its failures. In some cases, the reason was the low standard of living. In others, it was the lack of opportunity. Some people could not stand the restrictions on where and how they were to earn their living. Some left so that they could worship freely in accordance with their religious beliefs. With still others, it was to regain the right to think, act, and express themselves freely. Many objected to having the State rear and educate their children. Their flight is a massive rebellion against gross inequities and cruelties they experience under Communism."*

1. Millions have fled from Communist countries and this is a ringing indictment of its failures.

2. Many people fled from cruelties and inequities they experienced under Communism.

3. Reasons Communism rejected:

    Low standard of living
    Lack of opportunity
    Restrictions on employment
    Religious freedom denied
    Freedom of speech restricted
    State education children.

---

* Hoover, J. Edgar, A Study of Communism, New York, Holt, Rinehart & Winston, 1962.

CIRCLE THE NUMBER OF THE NOTES WHICH ADEQUATELY DESCRIBE THE MAIN THOUGHT OF THE PARAGRAPH.

"It is impossible to select any specific date as the beginning of the modern Socialist movement. Even the French Revolution did not give rise to a fully developed Socialist movement. However, it did lay the ground work for the long drawn-out struggles which were to erupt in Europe during the Nineteenth Century. In this sense, the French Revolution in 1789 may be said to mark the beginning of modern Socialism."

1. Beginning Socialism - no specific date

   French Revolution, 1789, laid ground work - beginning of modern socialism

2. There was no specific date for beginning of French Revolution.

3. French Revolution laid the ground work for long drawn-out social struggle.

4. French Revolution did not give rise to a fully developed Socialist movement.

OUTLINING

GOALS

Students learn to communicate more effectively by organizing material logically and compactly before composing a report or theme.

They use the correct forms of outlining.

GUIDELINES FOR PRESENTATION AND DISCUSSION

For most writing or reporting, a plan is needed to show where one is headed and how he expects to get there. This plan is called an outline. The outline is the skeleton or framework of the "body" of the paper, report or such. The outline precedes the paper.

SUGGESTED PROCEDURE:

List ideas you plan to use on paper. You might use topics you have listed on note cards.

Group related ideas under headings. This is to develop plan into a few large divisions.

Arrange in proper sequence (according to time or order of importance).

TYPES:

Horizontal: This type of organization is called an idea line by one authority. It is a horizontal line separated by vertical lines into sections. The major ideas are placed at the top of each section; the minor ideas under each related major topic.

PIONEER LIFE

I. Clothing	II. Homes	III. Food	IV. Amusements
A. Materials	A. Caves	A. Wild life	A. Singing
B. How Made	B. Sod Huts	B. Fish	B. Quilting Bees
C. Styles	C. Log Cabins	C. Preserved food	C. Folk dancing
		D. Vegetables	
		E. Fruits	

Vertical

Topic--one in which the various items are only topics, not complete sentences. Use simple language and make the meaning clear. Do not try to get every single idea into the outline. No punctuation is used after topics.

Sentence--ideas expressed in complete sentences and punctuated in conventional manner. Sentences and topics are not combined in the same outline.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

RULES FOR FORM IN MAKING OUTLINES:

Place the title above the outline.

Use Roman numerals for the main topics. Subtopics are given capital letters, then Arabic numerals, then small letters, then Arabic numerals in parentheses, etc.

There must always be, under any topic, more than one subtopic. (If you have a 1., you must have a 2. If there is none, combine the information you wanted to put in 1. into the main topic above it.)

A subtopic must be closely related to topic above it.

Indent subtopics.

Begin each topic with a capital letter.

Example of topic outline:

I. Life history of a termite
   A. Relation to other insects
   B. The subterranean, and the dry and damp wood termite
   C. The cycle of its life

II. Distribution throughout the world
   A. Termites in the United States
      1. Distribution
      2. Food
   B. Interesting termites in other countries

Example of sentence outline:

I. The termite, erroneously called the white ant, lives a highly socialized life, the purpose of which is eating.
   A. The nearest relative of the termite is the cockroach, the nearness being a matter of several million years.
   B. Termites fall into two main classes: The subterranean termite and the dry or damp wood termite.
   C. From an egg, termites hatch into soldiers, workers, or reproductive adults, each type with its predestined work.

II. Termites are to be found in almost every part of the world.
   A. There are fifty-four species in the United States.
      1. Termites are found in all the states except two.
      2. American termites eat deadwood tissue and convert it to soil.
   B. There are many interesting termites in other countries.

SUGGESTED MATERIALS

FILMSTRIPS

Organizing an outline, Filmstrip House, 347 Madison Avenue, New York 17, 33 fr, $6.00.

SUGGESTED MATERIALS (Con't.)

FILMSTRIPS (Con't.)
Making An Outline, Your Lesson Plans Filmstrip, 1319 Vine Street, Philadelphia 7, Pennsylvannia, $6.00.

Transparencies Illustrating Outline forms

Textbooks and Reference books

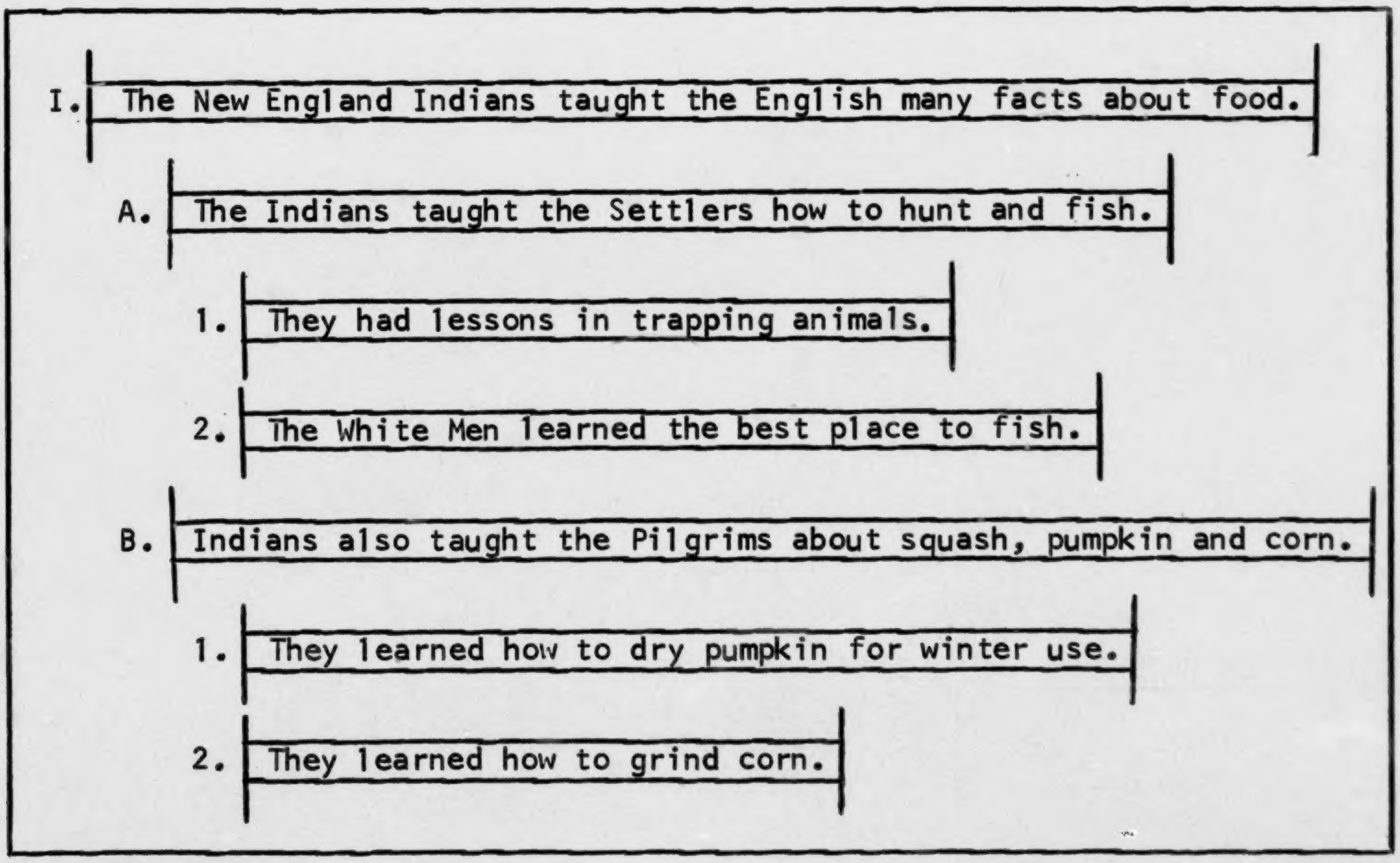
SUGGESTED CLASS ACTIVITIES

Give students many experiences in outlining chapters.

Have students outline all reports, oral or written.

Have students read paragraphs and select main topics and subtopics.

Use the following activity:
A piece of poster board is cut with slits to fit strips of cardboard. These strips are all of equal length. On each strip, one sentence of the outline is lettered. The strips are presented to the class in a scrambled form. Students select the main statements and subordinate statements, place them in the proper order, fitting them into the slits. The following sketch illustrates the correct outline.



I. The New England Indians taught the English many facts about food.
  A. The Indians taught the Settlers how to hunt and fish.
    1. They had lessons in trapping animals.
    2. The White Men learned the best place to fish.
  B. Indians also taught the Pilgrims about squash, pumpkin and corn.
    1. They learned how to dry pumpkin for winter use.
    2. They learned how to grind corn.

MAKING BIBLIOGRAPHIES

GOALS

Students record in an orderly manner the references consulted during research.

Differences of form in recording various types of references is recognized.

GUIDELINES FOR PRESENTATION AND DISCUSSION

DEFINITION

A bibliography is a selected list of writings related to a given subject, an alphabetical listing of sources consulted during research. It is placed at the end of the research paper.

FORM

There are several acceptable methods of arranging the items in a bibliographic entry. The examples listed below are arranged according to one method.

Abbreviations: Use vol. for volume, vols. for volumes, p. for page, pp. for pages, and ed. for editor, edition, or edited.

Examples of entries for books: List author (last name first), title of book (underlined), place of publication, publisher, and date. If only part of a book was used (a chapter or a few pages), add the page reference. Add state when needed to identify city.

For a book by one author:

Viguers, Ruth Hill, Margin for Surprise About Books, Children, and Librarians, Boston, Little, Brown, and Company, 1954, pp. 3-29.

For a book by one author followed by another book by the same author:

Eberle, Irmengarde, Fawn in the Woods, New York, Doubleday and Company, 1962, pp. 6-10.

________________, Bears Live Here, New York, Thomas Y. Crowell Company, 1966.

For a book by two authors:

Williams, Blanche C. and Macy, John, Do You Know English Literature? New York, Appleton and Company, 1930, pp. 49-80.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

FORM (Con't.)

(Note: If the authors are too numerous to mention, the name of only the first may be listed, plus "and others.")

For a book with no author's name:

Webster's Biographical Dictionary, Springfield, Massachusetts, G. and C. Merriam Company, 1961, pp. 241-301.

For a book that is edited:

Mawson, C. O. Sylvester, ed., Roget's International Thesaurus of English Words and Phrases, New York, Thomas Y. Crowell Company, 1925, p. 10.

For a book in a series:

Havighurst, Walter, Upper Mississippi: a Wilderness Saga, (The Rivers of American Series, ed. by Constance Lindsay Skinner) New York, Farrar and Rinehart, 1957.

Examples of entries for magazine articles: List author (if known), title of article (enclosed in quotation marks), name of the magazine (underlined), volume, page, and date.

For a signed magazine article:

Hagan, Charles, B., "Changing Face of Australia," Current History, 52, May, 1967, pp. 295-301.

For an unsigned magazine article:

"Plastic Bottles with a Built-in Surprise," Consumer Reports, 32, June, 1967, pp. 296-299.

Examples of entries for encyclopedia articles: List author (if given), subject or title of article (enclosed in quotation marks), name of encyclopedia (underlined), edition, volume, and pages.

For a signed encyclopedia article:

Beyer, Robert T., "Sound," World Book Encyclopedia, 1962 ed., vol. 16, pp. 490-497.

For an unsigned encyclopedia article:

"Christmas Customs in the New World and in the Old," Compton's Encyclopedia, 1965 ed., vol. 3, pp. 323-334.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

Examples of news stories: List the author (if given), title of the articles (enclosed in quotation marks), the name of the newspaper (underlined), date, section, and page.

For a signed article:

Porter, Sylvia, "Recession Shapes Up as the Gentlest Yet," The Greenville News, November 13, 1960, p. 4.

For an unsigned news article:

"Aiding the Arts," The Milwaukee Sentinel, January 15, 1963, sec. A, p. 8.

Example for an unsigned pamphlet:

Chamber of Commerce of the United States, Foreign Commerce Department, Guide to Foreign Information Sources, Washington, D. C., 1962.

Example for an interview:

Jones, Kathryn, interviewed by Cindy Traynham, Greenville Public Library, Greenville, S. C., 4 P.M., February 2, 1968.

Example for a filmstrip:

Using the Laboratory, 6 filmstrips, Wayne University, Kansas City, Missouri, 1963, 32 fr, silent, black and white.

Example for a transparency:

Presidents, Washington Through Jackson, (Our Presidents Series), 7 transparencies, Educational Visual Aides, Paramus, New Jersey, 1967.

SUGGESTED MATERIALS

Chart showing form of each type of reference

Enough magazines and pamphlets for each student to have copies

Textbooks

SUGGESTED MATERIALS (Con't.)

For teacher reference:

BOOKS

Beck, Margaret V. and Pace, Vera M., Guidebook for Teaching Library Skills, Book III, Minneapolis, Minnesota, T. S. Denison and Company, Inc., 1967, pp. 74-80. Order from: T. S. Denison and Company, Inc., 321 Fifth Avenue South, Minneapolis, Minnesota, 55415. Price: $3.95.

Campbell, William Giles, Form and Style in Thesis Writing, Boston, Houghton Mifflin Company, 1954.

Dangle, Lorraine F. and Haussman, Alice M., Preparing the Research Paper, New York, College Entrance Publications, 1961.

Hook, Lucyle and Gaver, Mary Virginia, The Research Paper: Gathering Library Material and Preparing the Manuscript, Englewood Cliffs, New Jersey: Prentice-Hall, 1965. Price: $2.75.

Lipson, Shirley and Abrams, Anne W., The Style Manual, Columbus, Ohio, Ohio State University, 1965. Order from: Publication Office, Ohio State University, 242 W. 18th Avenue, Columbus, Ohio, 43210. Price: $.25.

Toser, Marie A., Library Manual, New York, H. W. Wilson Company, 1964, pp. 101-106. Price: $1.25.

FILMSTRIPS

The Research Paper: Bibliography and Footnotes, (Library Research Tools Series), Eye Gate House, Inc., 146 Archer Avenue, Jamaica, New York, No. 3-4-J, $5.00 color.

Using the Library for Research, Essential Education, Huntsville, Texas, $6.00 color.

SUGGESTED CLASS ACTIVITIES

Have students select subjects, such as hobbies, sports, holidays, countries or cities, and make a bibliography including as many different types of sources as possible.

Have students compile a bibliography of the works of their favorite authors.

SUGGESTED CLASS ACTIVITIES (Con't.)

Divide the class into groups of five and have each group choose a topic currently being studied in a class. Each group will then make a bibliography, with one person using each of the following sources:

(a) Card Catalog
(b) Reference books other than encyclopedias
(c) Encyclopedias
(d) Pamphlet file
(e) Reader's Guide

Each entry should be recorded on a 3x5 index card so that the chairman of each group could easily make a complete bibliography.

Give each student a magazine or a pamphlet and ask him to record an entry in the proper form.

Encourage students to make a habit of keeping a bibliography during any research.

Make a colored poster illustrating each type of reference, using a different color for each reference type.

Make a transparency for each reference type.

Give class jumbled references and have them arrange them in the right order. For example:

The Encyclopedia Britannica, vol. 11, has an article entitled "Horns" from page 749 to 751. This is the 1957 edition published by Encyclopedia Britannica, Inc. in Chicago.

ARRANGEMENT OF LIBRARY BOOKS

GOALS

Students develop an understanding of a library's system of arranging books.

They learn to use libraries confidently.

They exhibit independence in locating books.

GUIDELINES FOR PRESENTATION AND DISCUSSION

TWO MAIN CLASSES OF BOOKS: Fiction and Non-Fiction

ARRANGEMENT OF FICTION--alphabetically by author

ARRANGEMENT OF NON-FICTION:
Dewey Decimal System of Classification
Library of Congress System of Classification

MEANING OF "CALL NUMBERS"

SYMBOLS USED:
E - Easy books
B - Individual biography
SC- Story collection
R - Special reference collection
F - Fiction
Other symbols--F - Faculty collection
S - South Carolina collection

ARRANGEMENT OF CALL NUMBERS--numerically by classification number and alphabetically by first letter of author's last name

SHELF LABELS--assist in locating books

SUGGESTED MATERIALS

Flash cards

Large printed diagrams

English textbook

Filmstrips from library
Using the Library, (filmstrip), Encyclopedia Britannica Films, Wilmette, Illinois.

SUGGESTED MATERIALS (Con't.)

Transparencies and printed originals
Library Science: The Dewey Decimal System, (printed original), 3-M Company, St. Paul, Minnesota, Cat. No. 150.

Spines from book jackets

Study Prints

Library collections

Stencils

Short strips

Tape recordings
Dewey Decimal System of Classification, Charles Burke, Westport, Connecticut, 15 minutes, $7.00.

SUGGESTED CLASS ACTIVITES

Scramble list of classification numbers and fiction authors and titles and have class put them in order. (See Practice Exercise on page 92.)

Spell words used in instruction.

Have an "author and title" response to roll call, giving classification number.

Copy a list of fiction books with no alphabetical arrangement on board and ask students to rewrite it in order in which they would be shelved.

Assign call numbers to list of descriptive non-fiction titles and/or to spines of book jackets.

Arrange these correctly.

Have students draw a diagram of the library showing where various kinds of books are.

Have a classification table duplicated and give a copy to each student. (See page 90.)

Ask different students what they would like to know about the arrangement of library books. Show the filmstrips and ask each to look for the information he needs to answer his question.

Show examples of what you are demonstrating by use of transparencies.

Cut strips of colored construction paper to resemble book spines. Letter each with a call number. Let half the class hold these and arrange themselves in the right order in front of the class. The other students correct errors.

HOW THE BOOKS IN A LIBRARY ARE CLASSIFIED

FICTION IS ARRANGED ALPHABETICALLY BY AUTHORS.

NON-FICTION IS ARRANGED NUMERICALLY, EACH SUBJECT BEING ASSIGNED A DIFFERENT NUMBER. THE TEN CLASSES OF NUMBERS ARE AS FOLLOWS:

000-099	GENERAL WORKS:	This includes 020 for books on library work, 030 for Encyclopedias, etc.
100-199	PHILOSOPHY, PSYCHOLOGY (Personal problems):	This includes 137 Personality, 170 Behavior, etc.
200-299	RELIGION:	In this class 220 is the number for the Bible and 290 is the number used for books of Mythology, etc.
300-399	SOCIAL SCIENCES:	In this class 330 is the number for books on Economics, 353 for books on Government, 395 for Etiquette, 398 for Folklore and Fairy Tales, etc.
400-499	LANGUAGE:	This includes 420 for English language dictionaries and grammar books and 440 for French textbooks, etc.
500-599	PURE SCIENCE:	In this class is 500 for books on General Science, 510 Mathematics, 520 Astronomy, 540 Chemistry, 570 Biology, 590 Animals, etc.
600-699	APPLIED SCIENCE:	This includes 608 for books on Inventions, 621.3 for Radio and Television, 629.1 for Aviation, 640 for Home Economics, 646 for Clothing, and 680 for Manual Training, etc.
700-799	FINE ARTS:	This includes 730 for Sculpture, 770 for Photography, 778 Motion Pictures, 780 Music, 790 Amusements and Sports, etc.
800-899	LITERATURE:	This includes 811 American Poetry, 821 English Poetry, 822 English Drama, etc.
900-999	HISTORY, TRAVEL, BIOGRAPHY:	In this class is 917 for geography and travel in the United States, 914 Europe, 918 South America, 920 Collective Biography, 930 Ancient History, 942 English History, 944 French History, 970.1 History of American Indians, 973 United States History, etc.

LIBRARY OF CONGRESS SYSTEM USED IN LARGE UNIVERSITY LIBRARIES

A	General Works
B	Philosophy
C	History--Auxiliary Sciences
D	History--Except America
E-F	American History
G	Geography
H	Social Sciences
J	Political Science
K	Law
L	Education
M	Music
N	Fine Arts
P	Language and Literature
Q	Science
R	Medicine

(A complete outline of the Library of Congress Classification is available in the Professional Library.)

PRACTICE EXERCISE

Cut card board into 3" x 12" pieces and print each of the following Dewey classification numbers on one piece. Jumble the cards and give one to each student, in half of the class, who will in turn place himself in the correct position in line. The rest of the class checks for any errors.

These classification numbers may also be given to a class in mixed order and students may be given the experience of writing them in correct order.

150
P

170
B

220
J

220.8
B

232
L

333.73
B

333.78
G

353.5
F

383
F

388.22
C

394.2
M

395
A

398
D

398.2
P

500
C

507
P

511
L

520
F

523.3
P

523.7
B

523.8
M

530.1
P

530.7
B

534
H

551.2
C

551.45
H

551.46
B

551.5
B

553
P

560
F

566
K

574
B

580
K

581.6
L

590
A

590.7
B

595.4
P

595.7
B

597.8
B

598.1
B

598.2
A

600
P

612
B

629.1
A

629.13
L

709
G

790
B

808.8
C

821
B

900
L

910
H

919
Q

930
F

970.1
D

AUTHOR NAMES

Write your first, middle and last name:

____

Some day you may be an author.

In the library card catalog your name will look like this:

______________, ______________ ______________

Write these authors' names with the last name first.

Don't forget the comma.

Circle the author letter.

Marion Renick ______________ ______________

Robert Lawson ______________ ______________

Laura Ingalls Wilder ______________ ______________

Walter Brooks ______________ ______________

Lois Lenski ______________ ______________

Beverly Cleary ______________ ______________

Marguerite Henry ______________ ______________

Margaret Wise Brown ______________ ______________

Robert McClung ______________ ______________

Clarence W. Anderson ______________ ______________

Hugh Lofting ______________ ______________

Helen Orton ______________ ______________

Some classes are given in which you are to find one book. Write the titles as shown below. Walk to the shelves to find books and write only the titles you think you may want to read someday soon.

REMEMBER TO USE CAPITALS IN THE TITLES

Class Number	Title (Name of the Book)
383	America's Stamps
590	
811	
290	
520	
919.8	
973	
917	
915	
Fiction	
629	

ARRANGEMENT OF BIOGRAPHIES

Arrange these books in the correct order by writing the authors and the titles in the order in which they will stand on the shelf.

AUTHOR	TITLE
Reynolds	*Custer's Last Stand*
Leighton	*The Story of Florence Nightingale*
Nolan	*The Story of Ulysses S. Grant*
Olgin	*Thomas Jefferson: Champion of the People*
Lovelace	*"Ike" Eisenhower: Statesman and Soldier of Peace*
Faber	*Luther Burbank: Partner of Nature*
Graves	*Paul Revere: Rider for Liberty*
Patterson	*Booker T. Washington: Leader of His People*
Hickok	*The Story of Helen Keller*
Howard	*The Story of Mark Twain*

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

ARRANGING A LIST OF FICTION BOOKS

Fiction is arranged on the shelf in alphabetical order by the author's last name.

Underline the author's last name.

Arrange the book titles in alphabetical order by the author's last name.

Middle Sister by Miriam Mason

Here Comes Kristie by Emma Brock

Twig by Elizabeth Orton Jones

Mary Poppins by P. L. Travers

Coal Camp Girl by Lois Lenski

Call It Courage by Armstrong Sperry

The Long Winter by Laura Ingalls Wilder

Katie John by Mary Calhoun

Blaze and the Gypsies by C. W. Anderson

Matchlock Gun by Walter Edmonds

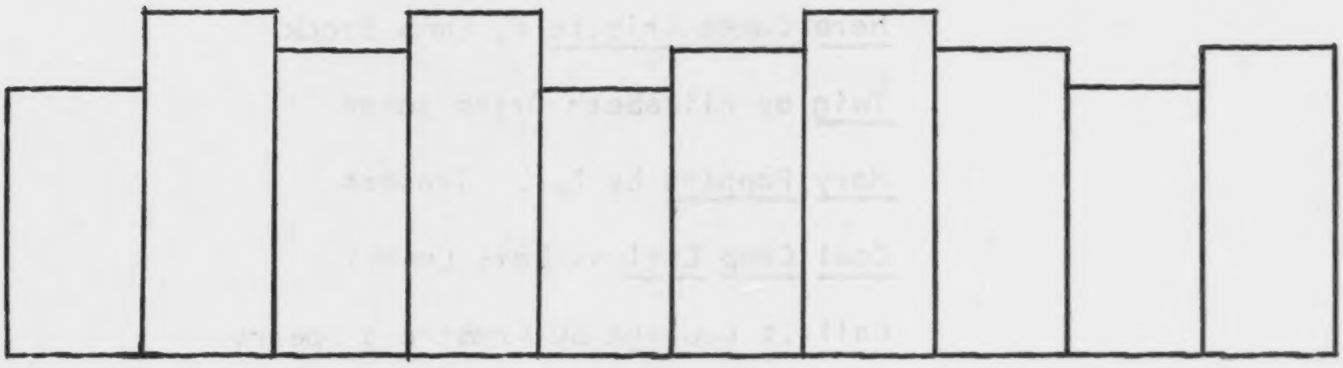
ARRANGEMENT OF NON-FICTION BOOKS

Non-fiction books have numbers on the spine.

Arrange these numbers on the make-believe books as they are arranged on the shelf in our library.

550 530 590 510 500

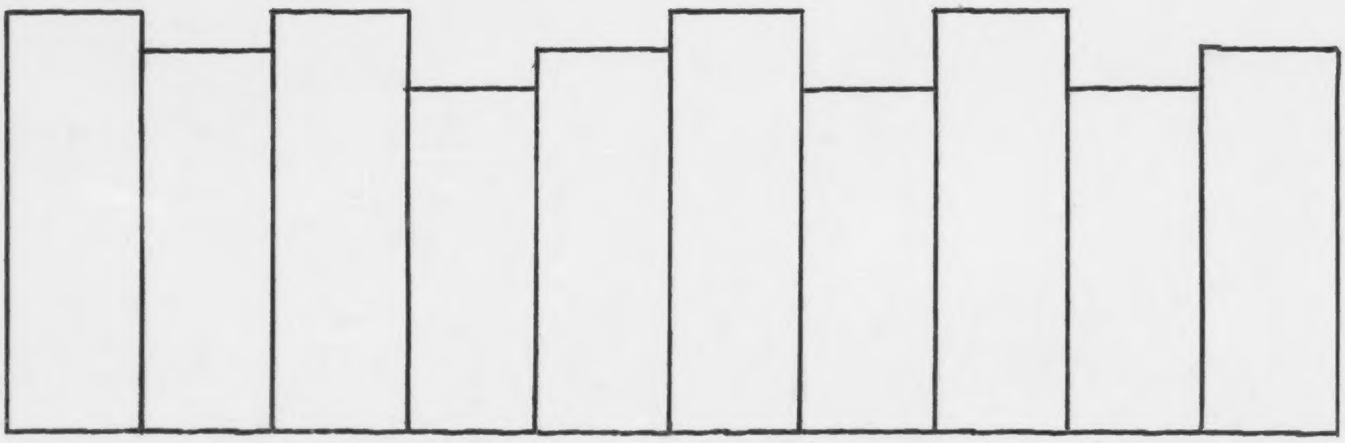
520 598 560 580 570



Arrange the books on the science shelf below.

570 510 500 550 520
M N W B Z

500 580 530 520 590
J M A F S



Find on your library shelves any three books numbered alike (641, 595, 821, 750, or 930) and write their titles here:

a. ______________________________

b. ______________________________

c. ______________________________

Now examine the titles and if necessary the table of contents of the books to determine what they are about and indicate here what the general subject of all three is: ______________________.

List here five particular class numbers which you will memorize because it is likely that you will use them frequently:

	Number	Subject
a.	________	____________________
b.	________	____________________
c.	________	____________________
d.	________	____________________
e.	________	____________________

By using the Dewey Decimal Classification, assign the proper class to the following books:

Number	Title	Author
____	Greek Myths	Coolidge
____	Making Useful Things of Wood	Gottshall
____	History of the United States of America	Elson
____	Bible Stories	Dolch
____	The No Cooking Cook Book	Langseth-Christensen
____	American Journalism	Mott
____	The Seventeen Book of Etiquette and Entertaining	Haupt

By using the Dewey Decimal Classification, assign the proper class to the following books: (Con't.)

Number	Title	Author
	Party Fun, for Holidays and Special Occasions	Mulac
	How to Know the Birds	Peterson
	Boating is Fun	Brindze
	Modern Poetry: American and British	Friar
	Art in Everyday Life	Goldstein
	The Romance of Stamp Collecting	Kehr
	The Merchant of Venice	Shakespeare

CARD CATALOG

GOALS

Students learn the use of the library's index, the card catalog.

They develop facility in locating information through the use of the card catalog.

The different kinds of cards in the card catalog are recognized.

They understand the meaning of all printing on catalog cards.

GUIDELINES FOR PRESENTATION AND DISCUSSION

DEFINITION AND GENERAL USE OF CARD CATALOG

LABELS ON OUTSIDE OF TRAYS

GUIDE CARDS

ALPHABETICAL ARRANGEMENT OF CARDS

THE THREE KINDS OF CARDS: author, title and subject
1. Author card - Author's name is on the first line with the last name written first
2. Title card - Title of the book is on the first line; only the first word and proper names are capitalized
3. Subject card - Subject headings are on the first line with all letters in upper case

INFORMATION ON CARDS
1. Call number (Discuss in detail)
2. Author (Include joint author and illustrator)
3. Title
4. Publisher
5. Date of publication (Stress importance of noting recency of dates especially in such areas as science and history)
6. Number of pages
7. Illustrations
8. Series note sometimes included.
9. Annotations

ANALYTICS

CROSS REFERENCES

ABBREVIATIONS IN TITLES

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

NUMERALS IN TITLES

DISREGARD THE, A, AND AND IF FIRST WORD OF TITLE

SUGGESTED MATERIALS

Transparencies of sample guide cards

Transparencies of three different library cards

Sets of Wilson catalog cards enlarged to 20" x 14". Available from:

Sturgis Library Products, Inc.

P. O. Box 552

Sturgis, Michigan

Films:
Know Your Library, Coronet Films, Chicago, 1 reel, 11 minutes, $120. color.
Library Organization, Coronet Films, Chicago, 1 reel, 11 minutes, $120. color.

Filmstrips:
Introduction to the Card Catalog, Eye Gate House, Inc., Jamaica, New York, $5.00.
The Card Catalog, Eye Gate House, Inc., Jamaica, New York, $5.00.
The Card Catalog, (School Library Series), McGraw-Hill Book Company, New York, $8.50, 41 frames.
The Card Catalog, Library Filmstrip Center, Wichita, Kansas, 10 inch disc recording included.

Books and Pamphlets:
Biermann, Lillian M., Your Library; How to Use It, a Text-Workbook, New York, Harper and Row Publishers.
School Library Association of California, Northern Section, Library Skills; Teaching Library Use Through Games and Devices, Palo Alto, California, Fearon Publishers Inc., 1958.

Posters:
How to Use the Card Catalog, Demco Library Supplies

Tape Recording:
Card Catalog, Charles Burke, Westport, Connecticut, 15 minutes, $7.00.

SUGGESTED CLASS ACTIVITIES

Alphabetize lists of words

Review "index" as used in Language Arts textbooks.

Purchase enough sets of H. W. Wilson printed catalog cards of the same title so that each child in a class may use one. Explain each card in the set. (A good title to purchase is Duvoisin, And There Was America, because it has an author card, title card and two subject cards which require a cross reference card).

Have pupils make an author card, a title card, and subject cards for one of their textbooks.

Pass out card catalog trays for students to examine and study.

Card catalog games: (Several are suggested in: Conlon, Eileen, Books Lead the Way: A related Library and Reading Skill-Text, New York, The Scarecrow Press, Inc., 1964, pp. 37-54.)

Let students (in small groups) select book jackets of books they'd like to read, look in the card catalog to find where to locate the books and then find the books on the shelves. (A variation of this may be used as relay teams).

Card catalog drills: (Activities are listed in Beck, M. V. and Pace, V,M. A Guidebook for Teaching Library Skills, Book I, Minneapolis, T. S. Denison, 1965, pp. 30-49, Book II, pp. 34-37.)

Study subject headings in the tracing on catalog cards and note their relationship to the title.

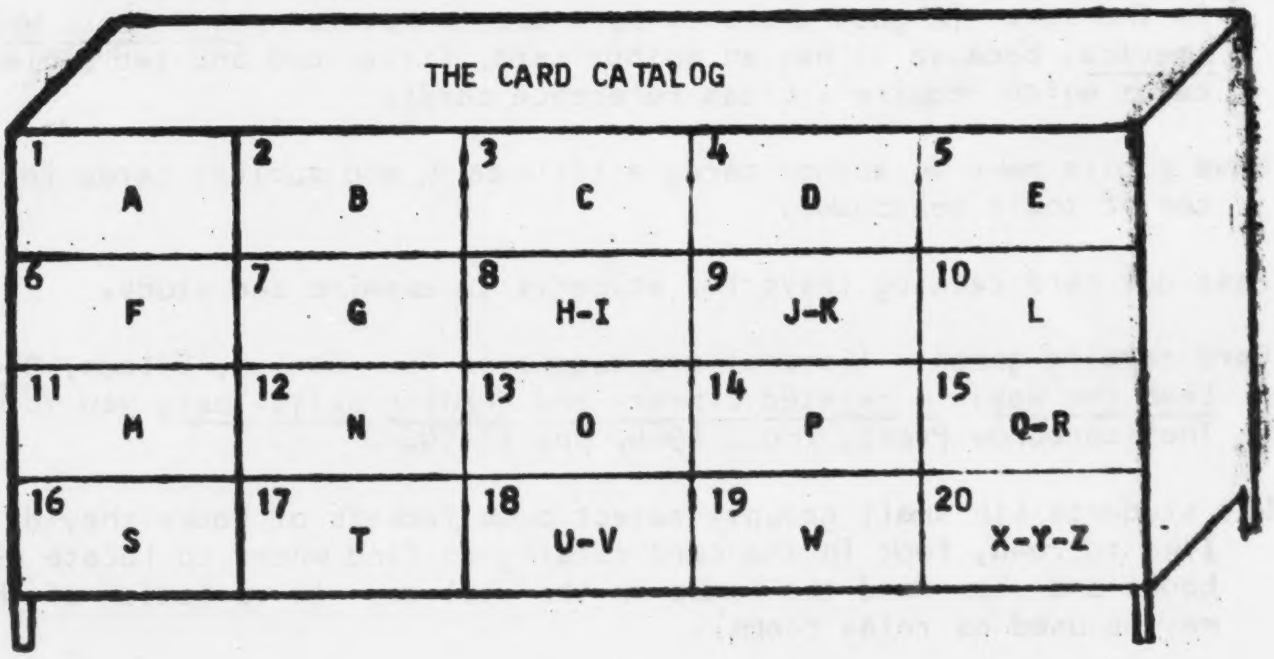
Encourage teachers to follow-up library instructions in the use of the card catalog by providing experiences in alphabetizing and numerical sequence.

Encourage teachers to direct students to the card catalog often for assignments and to find information on personal interests.

THE CARD CATALOG

PRACTICE EXERCISE

NAME: ______________________ GRADE: __________ DATE: ________



1 A	2 B	3 C	4 D	5 E
6 F	7 G	8 H-I	9 J-K	10 L
11 M	12 N	13 O	14 P	15 Q-R
16 S	17 T	18 U-V	19 W	20 X-Y-Z

IN THE CARD CATALOG PICTURED ABOVE, IN WHICH DRAWER WOULD YOU FIND THE FOLLOWING? (GIVE THE NUMBER OF THE DRAWER)

TELL ALSO WHAT KIND OF CARD IT IS BY WRITING "S C" FOR SUBJECT CARDS; "T C" FOR TITLE CARDS; AND "A C" FOR AUTHOR CARDS.

CARDS	DRAWER NUMBER	TYPE OF CARDS
Betsy's busy summer		
Dickens, Charles		
A mystery story		
A book by H. S. Zim		
The life of Abraham Lincoln		
The little bookroom		
HORSES		
King of the Wind		

THE CARD CATALOG

PRACTICE EXERCISE (Con't.)

CARDS	DRAWER NUMBER	TYPE OF CARD
Alcott, Louisa M.		
Brazil		
Sendak, Maurice		
NEW YORK (STATE) - FICTION		
100 story poems		
Salt		
POLAR REGIONS		
The Christmas rocket		
The four friends		
Freeman, Mae		
Thomas Edison		
BRAZIL		

SAMPLE TEST

HOW MUCH DO YOU KNOW ABOUT USING THE CARD CATALOG?

Instructions: Read the directions on the test sheet carefully, and follow them exactly. For each test question, mark your choice for the correct answer on the answer sheet only. Place an X before the letter which is the same as the one appearing before the best answer to the question on the test sheet. There is only one correct answer for each question.

Question

1. The main purpose of the call number is to
   A. call for the book
   B. tell where the book belongs in the library
   C. provide a code number for the librarian
   D. tell when the book is out

2. Books of fiction are arranged alphabetically on the shelves according to
   A. title
   B. color
   C. author
   D. size

3. Biographies are shelved alphabetically according to
   A. title
   B. person written about
   C. author
   D. size

4. The classification number on a book is the symbol of
   A. the subject
   B. the title
   C. the price
   D. the author
   E. the grade

5. To look up a book call The Story of Men, Ants and Elephants in the card catalog, look under
   A. The
   B. Story
   C. Men
   D. Ants
   E. Elephants

6. The card catalog gives 925 as the call number for Microbe Hunters. The
   D
   "D" in this number stands for the first letter of
   A. the publisher
   B. the subject
   C. the author's last name
   D. the type of literature

HOW MUCH DO YOU KNOW ABOUT USING THE CARD CATALOG? (Con't.)

7. If a catalog card has the top line printed in capital (or red) letters, that means the book is
   A. about that subject
   B. by that person
   C. known by that title
   D. published by that company

Directions: Questions 8 through 12. The next five questions have call numbers of five books. In what order would you find them on a library shelf? Work out the answers for the whole group together: mark the "A" answer for the one which would come first on the shelf, the "B" for the next and the "C" for the next, and so on.

8. 623.8
   T

9. 793
   M

10. 537
    J

11. 793.7
    H

12. 623.8
    Z

Directions: Questions 13 through 15. Answer the following three questions from the sample catalog card:

591.5 WHALES
A Andrews, Roy Chapman 1884 -

All about whales. Random House
1954

13. This card represents
    A. an author card
    B. a subject card
    C. a title card
    D. a book about Random House

14. The book was published in
    A. 591.5
    B. 1884
    C. 1954
    D. date is not given

15. The title of the book is
    - A. Whales
    - B. Andrews, Roy Chapman
    - C. All about Whales
    - D. Random House

16. To find everything the library has about Christmas, look under
    - A. CHRISTMAS
    - B. HOLIDAYS
    - C. CHRISTMAS STORIES
    - D. all of these headings

17. To find a biography of Lewis Carroll, look under
    - A. Lewis
    - B. CARROLL
    - C. Carroll
    - D. BIOGRAPHY

(This is the correct answer sheet for the use of the instructor)

HOW MUCH DO YOU KNOW ABOUT USING THE CARD CATALOG?

ANSWER SHEET

Question	
1.	B
2.	C
3.	B
4.	A
5.	B
6.	C
7.	A
8.	B
9.	D
10.	A
11.	E
12.	C
13.	B
14.	C
15.	C
16.	D
17.	B

DEVELOPING PERSONAL LIBRARIES

GOALS

Students understand the values of owning books.

They begin to develop personal libraries.

They show discrimination in the choice of books.

GUIDELINES FOR PRESENTATION AND DISCUSSION

ADVANTAGES OF PERSONAL BOOK COLLECTION
- For ready reference for information
- For easy access to best loved books for re-reading
- For much information on hobbies or special interests
- For a collection of beautiful books which are always treasured

CRITERIA FOR SELECTING BOOKS FOR OWNERSHIP (This should be worked out by the class.) Examples:
- Evaluation of books
  - Durable, attractive format
  - Illustrations which interpret the text
  - For informational books--content which covers the subject, is clearly written, and authoritative.
  - For books of fiction--content which exhibits good literary style and a plot which holds the interest
- Criteria for ownership
  - Before purchasing a book, it is good to examine or read it.
  - Select books that you wish to read and reread.
  - Buy books on a variety of subjects and ones that will stimulate you to read others.
  - Your library should reflect your personality and interests.

BOOK SELECTION TOOLS: (Copies in professional library)
- _Children's Catalog_, H. W. Wilson, Co., New York, 1961.
- _Elementary School Library Collection_, edited by Mary Gaver, Bro-Dart Newark, New Jersey, 1967.
- Lists of books for South Carolina Elementary and High School Libraries issued by the South Carolina State Department of Education
- _Junior High School Library Catalog_, H. W. Wilson, Co., New York, 1965.
- _Senior High School Library Catalog_, H. W. Wilson, Co., New York, 1968.
- National Council of Teachers of English book lists
- Book reviewing periodicals:
  - _Booklist_
  - _Horn Book_
  - _School Library Journal_
  - _Bulletin of the Center of Children's Book_
  - _Saturday Review_

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

EXPLANATION OF EDITION SUCH AS LIMITED AND DELUXE

BASIC REFERENCE COLLECTION FOR HOME LIBRARY

Bible (preferably with a dictionary and concordance)
Dictionary (a good high school or college dictionary, good to have thumb index)
An encyclopedia (There are several recommended one-volume encyclopedias.)
An up-to-date almanac--such as World Almanac, Information Please, or Reader's Digest Almanac (These are published yearly to give up-to-date statistics.)
World Atlas
Book of quotations
A collection of poetry
Book of etiquette
Home medical book
Encyclopedia of World History
Complete works of William Shakespeare

SOURCES OF PURCHASE FOR FICTION AND SPECIALIZED READING ON OWN INTERESTS

Book Clubs: Junior Literary Guild, Teen Age Book Club, Heritage Book Club: Young Readers of America
Local Bookstores

PAPERBACK BOOKS

Selection aid: Paperbound Books in Print (copy in Professional Library), R. R. Bowker, Company, 62 West 45th Street, New York 36, New York.
Signet Books, New American Library of World Literature, Inc., 1301 Avenue, New York, New York, 10019.
Penguin Books, Inc., 3300 Clipper Mill Road, Baltimore Maryland.
Pocket Books, Inc., 1 West 39 Street, New York, New York, 10018.
Bantam Books, Inc., 271 Madison Avenue, New York, New York, 10016.
Readers' Choice, 33 West 42nd Street, New York 36, New York.

WAYS OF ARRANGING BOOKS IN PERSONAL LIBRARIES

SUGGESTED MATERIALS

BOOK SELECTION TOOLS AND MAGAZINES CONTAINING BOOK REVIEWS

PAPERBACK BOOKS

BOOK CLUB BOOKS

CATALOGS OF PAPERBACK BOOKS

Paperbacks for a Home Library, ALA, Young Adult Services Division, Chicago, 1966, single copy free.

SUGGESTED MATERIALS (Con't.)

BOOK CLUB ADVERTISEMENTS

MIMEOGRAPHED LIST OF BASIC REFERENCE COLLECTION FOR HOME LIBRARY

SAMPLES OF REFERENCE BOOKS FROM THE LIBRARY

SUGGESTED CLASS ACTIVITIES

Examination of book reviews in periodicals and book selection tools

Student development of criteria for selecting books

Display of some unusual books

Ordering of paperback books by students

Talks given by students about books they own

Visit to local bookstore

A local author invited to talk to class

A bulletin board display on personal libraries

Talk by librarian on how to select books

WORLD ALMANAC AND OTHER YEARBOOKS

GOALS

Students develop an understanding of the type of information contained in yearbooks.

They acquire the skill of using yearbooks.

GUIDELINES FOR PRESENTATION AND DISCUSSION

SOUTH AMERICAN HANDBOOK
- Scope
  - A guide to the countries and resources of Latin American, inclusive of South and Central America, Mexico, and Cuba.
- Arrangement
  - Alphabetical by country
  - Index in front

SOUTH CAROLINA LEGISLATIVE MANUAL
- Scope
  - Biographies of members: rules and committees; special legislative data; classified information covering all government departments, state, local, and federal including a history of the state house and symbols.
- Arrangement
  - Topical
  - Index near the back

WORLD ALMANAC
- Scope
  - Factual information of world today
  - Statistics on current events
  - Historical facts, dates, statistics
  - Prominent people
  - Sports records
  - Abridged zip code list
  - Major events of preceeding year
- Arrangement
  - Published annually in January
  - Contents and index in front

STATESMAN'S YEARBOOK
- Scope
  - Concise, reliable manual of descriptive, statistical information about the governments of the world.
- Arrangement
  - Published annually (English) in August
  - British Empire first
  - United States second
  - All other countries follow alphabetically
  - Index

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

- OFFICAL CONGRESSIONAL DIRECTORY
  - Scope
    - Names and short biographies of members of congress, committees, official duties of departments, bureaus, etc. of government
    - Five editions published for each Congress
  - Arrangement--Topical

- STATISTICAL ABSTRACT
  - Scope
    - Statistics relating to the United States
      - Agriculture
      - Population
      - Manufacture
      - Mining
      - Commerce
      - Finance
      - Climate
      - Health
      - Education
      - Government
      - Science
      - Communication
      - Industry
    - Commercial and financial statistics of the world
    - Figures given for two decades
  - Arrangement
    - By subject

- ENCYCLOPEDIA YEARBOOKS
  - Scope
    - Record of year's events, illustrated
    - Biographical sketches
    - Statistical information
    - Supplement to Encyclopedias
  - Arrangement
    - Alphabetically arranged

- INFORMATION PLEASE ALMANAC
  - Scope
    - Basic reference and history emphasizing highlights of the year
  - Arrangement
    - Published annually in November

- READER'S DIGEST ALMANAC AND YEARBOOK
  - Scope
    - An illustrated yearbook including statistics and highlighting developments in the United States and the world, and covering such subjects as outer space, United Nations, science, medicine and prizes.
  - Arrangement
    - First published in 1966
    - Table of Contents in the front

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

SCIENCE YEAR: THE WORLD BOOK SCIENCE ANNUAL
- Scope
  - The annuals consist of signed articles by experts describing the latest achievements in science and technology, with pertinent bibliographies
- Arrangement
  - Published annually (First published in 1965)
  - Second section--brief articles, alphabetically arranged by subject

SUGGESTED MATERIALS

Back issues and current copies of yearbooks for examination and use in classroom

Comprehensive test on type of information in each yearbook

Filmstrip: Almanacs and Yearbooks, McGraw-Hill, New York, New York, $7.00.

Transparencies

SUGGESTED CLASS ACTIVITIES

Give a test asking "Which reference book contains the following information" and listing the various types found in the yearbooks.

Let students work in groups to answer a set of questions whose answers are found in the yearbooks. Have them indicate briefly the source of the answer.

Have groups locate yearbooks in library and examine them. (Each group has one person give a report)

Make statistical charts and graphs using yearbooks as reference.

Show filmstrip, Almanac and Yearbooks, with follow up class discussion and/or test.

Explain the yearbooks while using transparencies with overhead projector.

Divide the class into groups and have each group study one yearbook and develop a tape recording describing the content and use of the book. The tapes may be used for individual or group listening.

A video tape may be made of these reports and used in other classes.

Have students give brief description of each yearbook, scope of material, and arrangement. Use chart form on page 127.

PERIODICAL INDEXES

GOALS

Students locate current information in periodicals efficiently.

They become acquainted with the valuable reference material in periodicals.

They understand the meaning of the information given in the periodical index.

GUIDELINES FOR PRESENTATION AND DISCUSSION

DEFINITION OF "PERIODICAL"

DIFFERENCE BETWEEN ABRIDGED READERS' GUIDE TO PERIODICAL LITERATURE AND THE READERS' GUIDE TO PERIODICAL LITERATURE

"INDEX TO CHILDREN'S MAGAZINES"--often used in elementary schools

LIST OF MAGAZINES INDEXED; KEY TO ABBREVIATIONS USED

EXPLANATION OF ITEMS IN A PERIODICAL INDEX REFERENCE

ARRANGEMENT OF MATERIAL BY AUTHOR AND SUBJECT; poetry; reviews of moving pictures
CROSS REFERENCES

CUMULATIVE PLAN OF PUBLICATION

POLICY IN YOUR LIBRARY CONCERNING USE OF PERIODICALS

SUGGESTED MATERIALS

DISCARDED COPIES OF READERS' GUIDE

PAMPHLETS FROM THE H. W. WILSON COMPANY CONTAINING SAMPLE SHEETS (one for each one in class) These will be supplied by the librarian.

PERIODICALS AND READERS' GUIDE TAPE RECORDING, 15 minutes, Charles Burke, Box 474, Westport, Connecticut, $7.00.

FLASH CARDS

CHARTS AND POSTERS

FILMSTRIPS FROM LIBRARY

TRANSPARENCIES

SUGGESTED CLASS ACTIVITIES

HAVE STUDENTS:

Make cards containing entries.

Spell words used in the lesson.

Find articles on assigned subjects.

Locate portraits of people.

Locate pictures on assigned subjects.

Give short talk on the use of the Index.

Evaluate material on the same subject in two periodicals.

Using the correct form, write the reference for an article in a periodical as it would appear in the Index.

Select from a number of topics the key-word in each to be consulted in the Index.

Identify the following abbreviations:

D Je il por
Pop.Sci. rev tabs Jy

Find the address of one of the listed periodicals and subscription price.

Make a list of the magazines in your library which are indexed in the Readers' Guide. Give their abbreviations.

Explain all items in a subject entry.

ATLASES, GAZETEERS, MAPS, AND GLOBES

GOALS

Students become familiar with reference books which supply geographic information.

They build a geographic vocabulary.

They learn how to find information from maps and globes.

They develop concepts of scale, time zones, direction, map orientation, symbolization, and projection.

ATLASES

Adams, James Truslow, Atlas of American History

Encyclopedia Britannica World Atlas

Goode's World Atlas

Rand McNally Classroom Atlas

Rand McNally Cosmopolitan World Atlas

Shepard, Historical Atlas

World Book Atlas

GAZETEERS

Columbia Lippincott Gazeteer of the World

New Century Cyclopedia of Names

Websters Geographical Dictionary

GUIDELINES FOR PRESENTATION AND DISCUSSION

DEFINITIONS

Atlas -- book of maps

Gazeteer -- information about any geographic name -- cities, countries, geographical features

SCOPE OF ATLASES

Adams, Atlas of American History--Maps in black and white cover American history from discovery to 1912.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

SCOPE OF ATLASES (Con't.)

Encyclopedia Britannica World Atlas--World distributions and world political geography, political-physical maps, geographical summaries, geographical comparisons, glossary, index to political-physical maps. Includes bibliographies.

Goode's World Atlas--Surface, climate, vegetation, soils, economic resources, trade means of communication, race languages and religions.

Rand McNally Classroom Atlas--Full colored up-to-date maps with up-to-date political information.

Rand McNally Cosmopolitan World Atlas--World political maps, natural resources, predominant economics, outstanding facts about all countries, world air distances tables, world steamship distances tables, principal discoveries and explorations, historical gazeteer, selected United States information table.

Shepard, Historical Atlas--covers world history from 2100 BC to 1955 AD.

World Book Atlas--Divided into eleven major parts with world travel guide. This volume contains physical, political and historical maps, star charts, railroad, highway and airline maps and some statistics for cities of the world of the United Sates and Canada. Designed to complement the World Book Encyclopedia and planned for student use.

SCOPE OF GAZETEERS

Columbia Lippincott Gazeteer of the World--An up-to-date geographical dictionary of the world, listing some 130,000 names of places and geographic features. Pronunciation and spellings are given, as well as much additional information such as population, location, altitude, trade, industry, natural resources, history, and cultural institutions

New Century Cyclopedia of Names--Brief articles on over 100,000 names, including places, historical events, literary works, and characters, works of art, mythological and legendary persons and places, as well as biographical articles. Living persons are included in this useful work.

Webster's Geographical Dictionary--Includes more than 40,000 geographical proper names from Biblical times through ancient Greece and Rome, medieval Europe to the modern world. Also contains a table of foreign language equivalents of English geographical terms.

ARRANGEMENT

Atlas--Arranged by geographic division. Some atlases have a complete index; in others each map has its own index. It is important to teach the use of the indexes.

Gazeteer--Arranged alphabetically by geographic names.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

MAP AND GLOBE CONCEPTS

Primary Grades

The shape of the earth is round.
The world we live in is very large.
Land and water bodies vary in size and shape.
Physical and man-made features have names.
The earth rotates on its axis.
Day and night are caused by the rotation of the earth.
Legends are necessary in the interpretation of maps.
Symbols and colors are used on maps to give information.

Intermediate Grades

Legends and scale of miles may vary from map to map.
The globe map is distorted when transferred to a flat map.
There is an infinite number of hemispheres.
Parallels of latitude are a factor in climate.
The world is divided into time zones.
Different kinds of maps give different information--rainfall, population, climate, weather, transportation, etc.
Geography is concerned with man, the physical world, and the distribution of cities, mountains, rivers, oceans, etc.
Scale relates a distance on the ground to a distance on the map. It may be used to measure the distance between any two points on the earth's surface.
North-South lines and East-West lines (Grid system) on the globe provides the means of locating places on the globe.

SUGGESTED MATERIALS

FILMS

Maps are Fun, 2nd ed., Coronet, Chicago, 11 minutes, black and white $60.00, color $120.00, 1963.
Maps for a Changing World, 2nd ed., Encyclopedia Britannica, Chicago, 11 minutes, black and white $60.00, 1959.
Using Maps--Measuring Distance, Encyclopedia Britannica, Chicago, 11minutes, black and white $60.00, color $120.00, 1962.

FILMSTRIPS

Learning to use Maps, Encyclopedia Britannica, Chicago, Illinois, No. 8520, set of 6 films $36.00, each $6.00.
- Reading Direction on Maps
- Measuring Distances on Maps
- Locating Places on Maps
- Reading Physical Maps
- Reading Political or Economic Maps
- Studying An Area Through Maps

Introduction to Use of the Globe, Maps and Atlas, Library Filmstrip Center, Wichita, Kansas, 13 Minutes, $5.00 color.
Using the Globe, Museum Extension Service, New York, 37 fr, $5.00 color.
Gazeteer and Atlases, McGraw-Hill, New York, $7.00 color.

SUGGESTED MATERIALS (Con't.)

TRANSPARENCIES

The Language of Maps, Encyclopedia Britannica, Chicago, Illinois, $50.00, 4 units:
- Parallels and Medians
- Reading Topographic Symbols
- Identifying Cultural Features
- Mapping a Small Area

Regional Map Reading Series, Instructo, Paoli, Pennsylvannia, No.850-B, series of seven transparencies, $14.50.

Maps and Globes, Instructo, Paoli, Pennsylvannia, No. 850-1, $3.95.

Outline Maps, Instructo, Paoli, Pennsylvannia, No. 850-7 to 15, $10.95.

BOOKS

Hirsch, S. Carl, The Globe for the Space Age, New York, Viking, 1963, $3.75, (Gr. 5-7).
"Traces history of the globes and its relations to geology, geography, time, weather, forecasting, communications, and space exploration."

Marsh, Susan, All About Maps and Map Making, New York, Random House, 1963, $1.95, (Gr. 5-7).

Rinkoff, Barbara, A Map is a Picture, New York, Crowell, 1965, $2.95, (Gr. 2-4).
(Let's-read-and-find-out science book.) Introduces different kinds of maps and tells how to read and draw maps.

Tannenbaum, Beulah, Understanding Maps, Charting the Land, Sea, and Sky, New York, McGraw-Hill, 1957, $3.00, (Gr. 7-12).
"Discusses the need for maps, problems in map making and instruments and methods employed."

SUGGESTED CLASS ACTIVITIES

Use the globe to have students name and locate the major land masses of the northern hemisphere; the eastern hemisphere. After they have named and located Eurasia use the globe to find the latitudinal and longitudinal extent of this vast continent. Do this first in degrees, then use both scale and mathematical formula to convert to miles.

SUGGESTED CLASS ACTIVITIES (Con't.)

On a project map, draw with colored chalk the parallels of 35° to 70° North Latitude. Compare the areas in Europe and in North America bounded by these two lines. Draw in parallel 50° North Latitude. How many large cities in Canada are north of this line? In Europe?

Select a country in Europe that interests you most. Write your own geographical story about it, using the many facts you can learn from your maps.

Have pupils print the name of each European Nation on large desk outline maps of Europe. Determine how many European countries are smaller than Rhode Island? Are there any the size of California? Any larger than Alaska? The United States map will need to be on the same scale for this exercise.

Have students locate places they have found mentioned in the news. An outline world map may be drawn on the board and, during current events discussion, the names of places or countries may be added to the map.

Geographic terms should be part of every students vocabulary. Encourage the developing of such a specialized vocabulary list.

Suggested practice activities for developing skills in the use of geographic materials:

- Call our geographic names and have students locate them on maps in their desk atlases and find information about them in gazeteers.
- Let each student have a turn in calling out the name of a place. Each of the other students try to be the first to locate the place on a map.
- List geographic names on board and ask students to select one and locate it in four different books containing gazeteer information. Have them write a statement comparing the information given in each. This may be done during library periods.

Use highway maps on a class basis.

Draw a map from school to student's house.

Examine various kinds of maps and learn to choose the best map for the purpose.

Use maps and globes to explain the geographical setting of historical events.

Let students practice interpreting legends on different kinds of maps. Divide the class into two groups. Have each group work at finding distances between various cities. Make it a contest and see which group finishes first.

Have an activity involving time zones. E.g. If it is 3 P.M. in South Carolina, what time is it in Paris, France?

MAGAZINES AND NEWSPAPERS

GOALS

Students become knowledgeable about different kinds of magazines and newspapers.

Critical evaluative skills are practiced.

The reluctant readers use magazines as a bridge to more and better reading.

Departments and information in magazines and newspapers are located with ease.

GUIDELINES FOR PRESENTATION AND DISCUSSION

Introduce magazines and newspapers available in the classroom and library, mentioning main interests covered in each.

Explain possible uses of periodicals in both classroom and library.

Review use of the Readers' Guide to Periodical Literature, calling attention to the fact that not all magazines are listed in Readers' Guide. (Or you may use Index to Children's Magazines.)

Show students the arrangement of current issues in the library, and how back issues are stored. Explain that college and public libraries have bound volumes of back issues or keep these on micro-film.

Explain how to locate leading articles, regular departments, editorials, and subscription information in both magazines and newspapers, by using table of contents and other guides.

Stress proper handling of paper-backed materials.

Demonstrate how to use microfilm reader.

Explain routine for using material in library or for borrowing.

List types: Popular "slick" magazines, quality magazines, women's magazines, news magazines, magazines of criticism and opinion, picture magazines, fashion magazines, digest magazines, pulp fiction magazines, movie fan magazines, confession magazines, comic book magazines.

Describe skills needed to use magazines and newspaper: Location and use of indexes, placement of department, reading skills needed such as skimming, critical reading, etc. See page 44 for Critical Reading teaching suggestions.

GUIDELINES FOR PRESENTATION AND DISCUSSION

Review magazine and newspaper advertising. The majority of income is realized from advertising.

Discuss how news is gathered.

Investigate how news magazines and newspapers present news. Do they present all sides of a question? What bias do they have? Is total content well-balanced? Is the most space given to the most significant news?

SUGGESTED MATERIALS

Different types of magazines and newspapers, both local and national, some from school sources, some brought by students from home.

Enough copies of back issues of Periodical Index for class to use.

Bound volumes of magazines, if available.

Cartridges or rolls of microfilm and microfilm reader.

SUGGESTED CLASS ACTIVITIES

Ask each student to list two or three of his favorite magazines and give reasons for his preference.

Have small groups of students examine different types of magazines, comparing format: such things as advertising, pictures, quality of paper, physical features, readability.

Let the whole class discuss the purpose of different types of magazines such as news magazines, fashion, story of activity, scientific, mechanical, or magazines of special appeal, such as home-making, automobile or travel, girl scouts, or crafts.

Ask each student to describe one magazine and tell briefly what he thinks is the special purpose of that magazine.

Ask each student to check off of a list the magazines he reads regularly.

Divide class into small groups and ask each group to study and compare one feature of a high quality magazine with a similar feature in an inferior magazine.

Let several students take turns in preparing signed bulletin board displays which give lists of articles they recommend to their fellow students.

Take a day now and then for in-class reading.

SUGGESTED CLASS ACTIVITIES (Con't.)

Encourage students to study advertisements critically. Advertising claims may be checked against other sources.

Cut out the cartoon on the editorial page of the same newspaper over a period of a month. Have the students analyze these to see if they reflect an editorial policy of the newspaper. They may also be asked to decide what knowledge is necessary on the part of the reader to get meaning from the cartoon.

Ask students to read those parts of the paper they do not ordinarily read. Do this for several consecutive days. Have them discuss this activity.

Compare the handling of some controversial story by two different newspapers or magazines. Try to determine why differences (if noted) existed. Consider the policies of the two papers, their geographic locations, etc. for possible explanations.

Ask students to bring with them from home an issue of the daily paper of the day before. Use this for practice in skimming to locate various parts of the paper or to locate specific parts within stories. This may also be used for analyzing the stories.

Select some important news story of a continuing nature, such as a bond issue, political race, or court case. Ask students to predict the outcome. Have them support their predictions.

Have students draw a cartoon on some topic of national interest with appropriate caption. These may be projected on the overhead projector for class evaluation.

BIOGRAPHICAL REFERENCE BOOKS

GOALS

Students become acquainted with library sources of information about outstanding people.

Students develop facility in the use of these reference books.

LIST OF BOOKS USED

Dictionary of American Biography

Who's Who in America

Who's Who

Current Biography

Twentieth Century Authors

Junior Book of Authors; More Junior Authors

American Authors: 1600-1900

British Authors of the Nineteenth Century

Webster's Biographical Dictionary

British Authors before 1800

American Authors and Books - 1640 to present day

Cyclopedia of World Authors

Great Authors of America

Who's Who in the Theatre

GUIDELINES FOR PRESENTATION AND DISCUSSION

Scope

Special features

Arrangement

Publisher and date of publication

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

Differences in biographical books

Dictionary of American Biography - lives of Americans no longer living. Excellent bibliographies, no illustrations, alphabetically arranged. Supplements issued. Index volume is an analysis of other eleven volumes.

Who's Who In America - contains 32,000 life sketches of living people in America; new edition every two years. Information is very condensed; abbreviations used to save space; key to these abbreviations in front. Geographical index in front.

Who's Who - published annually; contains information about living men and women of prominence, especially English men and women. This presents mere facts.

Current Biography - issued monthly, with annual cumulations; interesting sketches of people prominent in news. In each annual volume there is an index of the sketches which have appeared since 1950. The index in the 1950 volume lists all the sketches published since 1940. Annual volume has classification by profession and a necrology for the year.

Twentieth Century Authors - contains biographies of 1850 authors of all countries, illustrated by more than 1700 portraits. Each biographical sketch is followed by list of principal works of the author. Alphabetically arranged. Pronunciation in index.

Junior Book of Authors - written especially for young people; contains about 250 biographies and portraits of authors and illustrators of children's books. More Junior Authors - Authors, 1933-63.

American Authors: 1600-1900 - A biographical dictionary of American literature. It contains biographies of authors of both major and minor significance who participated in the making of our literary history from the time of the first English settlement at Jamestown in 1607 to the close of the 19th century.

British Authors of the Nineteenth Century - contains readable accounts of the lives of major and minor British authors of the 19th century concerning whom students and amateurs of English literature are likely at any time to desire information.

Webster's Biographical Dictionary - a dictionary of names with pronunciations and concise biographies of noted men and women of all countries.

British Authors Before 1800 - contains biographies of some 650 authors, both major and minor significance, from the dawn of English literature.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

Differences in biographical books (Con't.)

American Authors and Books - 1640 to the Present day
Short biographies, facts and dates about American Literature.

Cyclopedia of World Authors - 1958
Biographies of 753 world-famous authors, from Homer to James Gould Cozzens. Very good coverage.

Great Artists of America - 1963
Life stories of 15 painters, tracing art from its beginnings to the present.

Who's Who in the Theatre - 1961
An encyclopedia of the stage. This has been brought up to date, along with the theatrical obituary, and a listing of long runs in London and New York.

SUGGESTED MATERIALS

Biographical reference books borrowed from library

Filmstrip: Books for Biographies, McGraw-Hill, New York, $7.00.

SUGGESTED CLASS ACTIVITIES

Choose a famous person. Look up the name in all biographical books and give report on the kind and amount of information found in each.

Let two students work as a team and choose a biographical reference book to examine and report to the class. Have the following information located about each book: publisher, date of publication, scope, arrangement and special features.

The following form may be used:

	Publisher	Date of Pub.	Scope	Arrangement	Special Features
Who's Who					
Current Biography					
Who's Who in America					
Etc.					

FOLKLORE

GOALS

Students become aware of the basic themes underlying the social interaction of mankind.

They are able to interpret many literary allusions based on folklore.

They develop an appreciation of the culture, ideals, and customs of people in other countries.

They become aware of the universality of the human condition.

GUIDELINES FOR PRESENTATION AND DISCUSSION

VARIOUS TYPES OF FOLKLORE

- Folk tales
- Myths
- Fables
- Legends
- Fairy Tales
- Folk Music
- Folk Dances

DEFINITIONS

Folklore in general--"all the customs, beliefs, and traditions that people have handed down orally from generation to generation." Included also are proverbs, riddles, wise sayings and superstitions.

Folk tales--a type of prose narrative, anonymous in origin, frequently with several versions, usually of ancient or medieval origin though there are some recent examples.

Myths--simple tales devised to explain natural phenomena which deal chiefly with the lives of gods and their relationships with men.

Fables--short folk tales, often about animals, which teach a lesson.

Legends--stories, originally in written form, often with some basis in fact, which expound the glories of a hero or a saint.

Fairy Tales--folk tales in which animals are given human characteristics, supernatural beings are depicted, and inanimate objects are personified.

Tall Tales--folk tales which exaggerate the qualities of the hero.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

- HISTORY OF EACH TYPE OF FOLKLORE
  - Subdivisions of each type
  - Folk tales and folk heroes, legends, fairy tales
    - American Indian
    - South American
    - European
    - Asian
    - African

  - Myths
    - Greek
    - Roman
    - Norse

  - Fables
    - Oriental
    - Greek
    - German

  - Folk Music
    - Music for dancing
    - Music for singing
    - Subjects of songs

  - Folk Dances
    - Origin
    - National dances
    - Ethnic dances
    - Europe
    - Middle East
    - Latin America
    - United States and Canada
    - Africa

SUGGESTED MATERIALS

Folk Tales From Many Lands, 6 filmstrips, McGraw-Hill, 330 West 42nd Street, New York 36, New York, 1952, $35.00

Tales from Grimm and Anderson, 7 filmstrips, Jim Handy, 2821 E. Grand Blvd., Detroit 11, Michigan, 1954, $36.75.

American Legendary Heroes, 3 filmstrips, Encyclopedia Britannica, 1150 Wilmette Avenue, Wilmette, Illinois, 1952, $36.00.

Collections of folklore:
Bullfinch, Thomas, A Book of Myths, New York, Macmillan, 1942.
Coolidge, Olivia E., Greek Myths, Boston, Houghton, 1949.
Sellew, Catherine F. Adventures With the Heroes, Boston, Little, Brown, 1954.

SUGGESTED MATERIALS (Con't.)

Collections of folklore: (Con't.)

Aesop, Fables of Aesop, New York, Macmillan, 1964.
Frost, Frances Mary, ed., Legends of the United Nations, New York, Whittlesey House, 1943.
Grimm, Jacob, Grimm's Fairy Tales, New York, Macmillan, 1963.
Jacobs, Joseph, English Folk and Fairy Tales, New York, Putnam, 1965.
Wadsworth, Wallace, Paul Bunyan and His Great Blue Ox, New York, Doubleday, 1964.
Glazener, Tom, Comp., Treasure of Folk Songs, New York, Grosset, 1964.

SUGGESTED CLASS ACTIVITES

Suggest that the class draw a map and locate on it with illustrations the various folk heroes or legends.

Have each member of the class write a tall tale.

Have the class draw the constellations, name them, and learn something about the mythological figures.

Let each student write a story about the gods and goddesses.

Let each student study the life of a folk hero.

Suggest that students identify examples of metaphor, simile, and personification in the myths.

Let students devise figures of speech similar to the following, "She was the Venus of the party"; "His vanity is his Achilles heel."

Have students make a list of traits of the gods and goddesses and select their favorite.

Invite folk singers to perform for the class.

Let students learn folk dances and folk songs.

Suggest that some students find variations of the same fairy tale or folk tale in the collections of stories of different countries.

PREPARING AND PRESENTING ORAL REPORTS

GOALS

Students develop skills in presenting factual materials.

They learn to present reports in a variety of ways.

They acquire the art of public speaking.

GUIDELINES FOR PRESENTATION AND DISCUSSION

IDENTIFYING PURPOSE
- What do I already know about the subject?
- What do I need to know?
- What subjects is it related to?
- What are probable subject headings I will use?
- How will I limit the subject?
- How long should I speak?

LOCATING MATERIALS
- Card Catalog
- Subject indexes, periodical index
- Magazines and newspapers
- Government agencies and museums
- Personal interviews
- Pamphlet file
- Filmstrip file
- Picture file
- Special reference books
- Transparency file

ORGANIZING MATERIAL
- Note-taking, see page 74.
- Outlining, see page 80.
- Preparing notes to use while presenting the report

HAVING VARIETY IN PRESENTATION
- Pictures, slides, or filmstrips
- Posters, charts, maps
- Dioramas, models, exhibits
- Puppets
- Transparencies
- Tape recordings

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

WORKING FOR MORE EFFECTIVE REPORTS

Use an introduction which catches the attention of your audience.
Stand still without shifting from side to side.
Control nervous habits with head or hands.
Have a strong conclusion which summmarizes or drives home your main point.
Use clear and distinct speech.
Find new and interesting words.
Speak to your audience.
Make your display visible.
Explain your topic clearly.
Have your report well organized.

SUGGESTED MATERIALS

How to Prepare a Class Report, (film), Coronet, Chicago, 1953, 10 minutes, b and w $60., color $120.

Finding Information,(filmstrip), Curriculum Materials Cooperation, Philadelphia 7, Pennsylvania, 1951, 25 fr, color $3.95.

Using the Library to Improve Class Reports, (3 filmstrips), Guidance Filmstrips, Houston, Texas, color $18.

Tape recordings of speeches

TV programs featuring speeches

Collections of famous speeches

SUGGESTED CLASS ACTIVITIES

Use recordings of speeches and have class identify effective qualities.

Develop a check list for evaluating oral reports.

Share best class reports with other groups.

Develop one topic in several different ways.

Tape-record the presentations and use tapes for self-evaluation.

Ask the class to listen to a certain TV speech which has been publicized and to evaluate it.

Have the class write various introductions for the same topic.

Have a video-tape made for evaluation purposes.

SPECIAL REFERENCE BOOKS

GOALS

Students become familiar with a wide range of reference sources in various fields.

They become adept at using these books effectively for specific purposes.

GUIDELINES FOR PRESENTATION AND DISCUSSION

The reference collection differs in each library. However, all libraries should have some of the standard titles in the groups of books listed below. As students need to use these books they should be critically examined on the following basis using form on page 127.

Publisher
Date(s) of publication
Scope
Arrangement--Indexes
Special features

SUBJECTS COVERED BY REFERENCE BOOKS TO BE EXAMINED:

Annual events, see Almanacs and Yearbooks, page 112
Mythology
Parliamentary procedure
Holidays
Etiquette
Foreign language dictionaries (where needed)
General science
Mathematics
General nature study
Stamp collecting
Coin collecting
Identification handbooks (Birds, butterflies, rocks, insects, trees, shells, fish, etc.)
Family medical guide
First aid and safety
Art and artists
Music and musicians
Operas
Sports encyclopedias
Games
Indexes to poetry, plays, short stories
Collections of poetry
Quotations

SUBJECTS COVERED BY REFERENCE BOOKS TO BE EXAMINED: (Con't.)

History of literature
Flags
World history
Biographies (See Biographical Reference Books, page 125.)
Atlases (See Atlases, Gazeteers, Maps, and Globes, page 117.)

SUGGESTED MATERIALS

Copies of the books

Mimeographed completion tests on books studied

Introduction to General and Specialized Reference Books, (tape recording), Charles Burke, Westport, Connecticut, 15 minutes, $7.00.

SUGGESTED CLASS ACTIVITIES

Most of these titles require only brief instruction which should be given when the class needs the type of information included in each book. A simple test which covers the scope of each book is the best way to be sure each student knows how to use it. The librarian will be glad to help make these tests. Students may work on these tests during their library periods along with other library activities.

PREPARING THEMES AND WRITTEN REPORTS

GOALS

Students learn the steps in the preparation of a theme or written report.

They use the correct form for the finished product.

GUIDELINES FOR PRESENTATION AND DISCUSSION

IDENTIFICATION OF THE PURPOSE OF THE THEME OR REPORT

- Analyze the questions:
  - What do I already know?
  - What do I want to know?
- Classify the question:
  - What is it about?
  - What subject is it related to?
- Consider subject area:
  - What are the probable subject headings?
  - How will I limit the subject?

LOCATING MATERIALS

- Textbooks
- Encyclopedias
- Books located through use of card catalog
- General reference books such as World Almanac
- Periodical articles located through Reader's Guide
- Newspapers
- Pamphlet file
- Picture file
- Filmstrips, films, records, tapes, transparencies, single concept films, microfilm
- Television
- Maps
- Charts
- Museums
- Business and industry
- Community resource file

TAKING NOTES, see page 74.

MAKING A TENTATIVE OUTLINE, see page 80.

WRITING THE PAPER

- Follow outline.
- Use notes which are arranged in order of outline.
- Write rough draft, using dictionary or thesaurus.
- Revise, considering variety in style.
- Write finished product.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

QUOTATION OF MATERIAL
Give credit for exact words used by enclosing them in quotation marks.
Use only when effective and necessary.

MAKING A FIRST DRAFT
Revise the tentative outline.
Allow space in margins and between lines for corrections and alterations.
Follow your outline and watch your continuity.
Footnotes
- Use for:
  - Every direct quotation
  - For facts not generally known
  - For every opinion borrowed from another writer
  - For controversial information

Be sure the material is written in your own words.
Reread and revise what you have written.

MAKING A FINAL DRAFT
Reread first draft.
- Are grammar and punctuation accurate?
- Did you follow your outline?
- Are all sources fully credited?
- Does it progress logically?

Copy, making needed corrections.
Choose title and record on first page.
Number every page after the first.
Proofread.

FOOTNOTES
Use same order as bibliographical entry except that author's name is not inverted.
Place an Arabic numeral immediately after and a little above the material referred to.
Place the same number before the footnote at the bottom of the page, also a little above the footnote.
Do not use periods after these numbers.
Sample form:

[1] S. H. Britt, Social Psychology of Modern Life (New York, Rinehart and Company, 1949), p. 134.

[2] N. A. Neal, "What Makes Television Run," Scholastic, 53 (Nov. 17, 1948), pp. 20-21.

When you prepare a footnote for a source to which you have referred in the footnote just above, use "Ibid.", and page reference.
If you have referred to the source at some time previously, but not in the immediately preceding footnote, write op. cit., author's name and page reference.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

MAKING THE BIBLIOGRAPHY, see page 83.

SUGGESTED MATERIALS

Campbell, William Giles, Form and Style in Thesis Writing, New York, Houghton-Mifflin Company, 1954.

Dangle, Lorraine F. and Haussman, Alice M., Preparing the Research Paper, New York, College Entrance Publications, 1963.

Newman, Beth S., "Teaching of the Research Paper," English Journal, Feb., 1967, pp. 262-268.

Turabian, Kate L., A Manual for Writers of Term Papers, Chicago, University of Chicago, 1955.

(This source seems to be used by more teachers than any other, and was used in this section of the Handbook.)

Writing A Report, (film), Coronet, Chicago, 11 minutes, black and white, $60.; color $120., 1962.

Finding Facts and Figures, (filmstrips), (Advanced English Series), Filmstrip House, New York, 32 fr, color $5.00.

Finding information, (filmstrip), (How to Study Series), Curriculum Films, Philadelphia, Pennsylvannia, 25 fr, color $3.95.

SUGGESTED CLASS ACTIVITIES

Divide the class into groups, all working on the same topic. Have each group evaluate the material available from one source, e.g., encyclopedias, pamphlet file, card catalog, Reader's Guide, etc.

Duplicate the following two pages, distribute to students and discuss form.

(Sample pages of Theme or Written Report)

Text (double spaced)
begins 3 spaces below
heading with indention
of 7 spaces.

(No page number)

CHAPTER I ----------(10 spaces from top)

GENERAL TEACHING METHODS ---(3 spaces below chapter)

There is a flood of periodical material today on newer teaching practices, most of which is based on the premise that varying methods must be employed to meet varying student needs. Sixteen of these articles are summarized here. They are organized in the following manner:

4 spaces from left margin and single spaced. →

- Grouping within the classroom
- Team teaching
- Individual instruction
- Methods suggested for specific areas
    - Social studies
    - Mathematics
    - Foreign languages
    - Science
- Evaluation

Hock[1] discusses grouping within the classroom in her article, which is by far the most exhaustive and practical. She feels that grouping answers not only the "how" of teaching, but also the "what". Since teachers must group to teach particulars, these isolated particulars become the "lesson plan" for certain children. She states an important consideration in grouping. "Grouping, as I have tried to present it, brings into focus the ways in which teachers can show children their specific disability without feelings of inferiority."[2]

(RIGHT MARGIN ONE INCH)

(LEFT MARGIN ONE AND A HALF INCHES)

(This line is 1½ inches long or 18 spaces.)

[1] Louise E. Hock, "What, Why and How of Classroom Grouping for Effective Learning," Educational Leadership, 18, (April 1961), pp.420-424.

[2] Ibid., p. 421.

(LEAVE A MARGIN OF AT LEAST 1¼ INCH AT BOTTOM OF PAGE)

(Sample pages of Theme or Written Report)

Text begins 10 spaces
from top of page.

Page number 8 spaces from top.
Every page is assigned a number.

2

Morrison also feels this is important. In addition, he mentions the need to consider not only general but also specific differing abilities, to be sure that grouping is practical under present conditions, and to plan for more effective teaching as an outcome.[3] To this Hock adds the objective of developing individuals capable of living and working with others.

Morrison lists four kinds of groups: special needs groups, small group work, interest groups, and self-chosen groups. Hock's designations are: buzz groups, job groups, and study-work committees. Both agree on the advisability of using many variations and combinations of these groupings and of making a practice of regrouping frequently for various activities.

(RIGHT
MARGIN
ONE
INCH)

Hock offers the following guides for grouping:

(LEFT
MARGIN
ONE AND
A HALF
INCHES)

1. Group only when it is appropriate for certain types of teaching.
2. Make grouping methods appropriate for the age group.
3. A class must learn the grouping skill through planning, practice, and evaluation.
4. Plan a slow evolving of this skill.
5. The teacher's role consists of patient planning and guidance as she confers often with all groups.

Hock believes that "the teacher who uses groups and committees to further the education of her charges is placing the responsibility for learning where it primarily belongs--in the hands of the students."[4]

These methods of classroom grouping are significant for the school library in the following ways:

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[3] Nellie C. Morrison, "Instead of Ability Grouping - What?," Childhood Education, 36, (April, 1960), pp. 371-373.

[4] Hock, op. cit., p. 424.

(LEAVE A MARGIN OF AT LEAST 1¼ AT BOTTOM OF PAGE)

OTHER LIBRARY SERVICES AVAILABLE TO STUDENTS

GOALS

Students become aware and develop some understanding of the services offered by libraries other than the school library.

Students are encouraged to take advantage of these services.

GUIDELINES FOR PRESENTATION AND DISCUSSION

LIBRARY OF CONGRESS

Collection

This is the world's largest library with unlimited resources for research in a collection of over 54,000,000 items and many special collections. Legislative Reference Service serves as a major information and research center for congress. Library provides books in raised type and "talking books" records for the blind.

Services

Library of Congress will lend certain books to other libraries for use by people engaged in serious research but will lend only unusual books not available in local or regional libraries.

Photoduplication of materials in the collection is available at a moderate cost.

SOUTH CAROLINA STATE LIBRARY BOARD

Collection

The board has a collection of materials which includes, exhibits of children's books, professional library literature, films on library service and books for interlibrary loan.

Services

The State Library Board will lend books to the individual by interlibrary loan through a request to the local public library. Other services include, grants-in aid, professional reference service, preparation of bibliographies, services to the blind, scholarships for graduate library training and the intern program.

COLLEGE LIBRARIES

Clemson University offers no services to elementary or high school students.

Furman University

In rare cases a high school student may use the Furman library for research on unusual subjects such as a topic of South Carolina history where material is limited and not available in any other area library. The student must present a signed request from the teacher making the assignment and the school librarian.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

COLLEGE LIBRARIES (Con't.)

Bob Jones University

High school students may use the reference section as well as books from the stacks for advanced projects. These must be used in the university reading room and may not be checked out.

SPECIAL LIBRARIES

GREENVILLE TECHNICAL EDUCATION CENTER

Collection

The library has a collection of over 8000 volumes in the fields of technology and industry, technical journals and indexes.

Services

Students and adults may use the resources of the library. Materials may be checked out of the library only by students who are enrolled in the school. An individual may borrow material through the school librarian.

Photoduplication of materials is provided for a small fee.

MEDICAL LIBRARY-GENERAL HOSPITAL

Collection

Contains medical and technical books and journals

Loans

The materials may be borrowed by doctors, internes, and nursing staff connected with the General Hospital.

FIBER INDUSTRIES

Collection

This small collection of 300 books, numerous periodicals and technical reports is available only to individuals connected with the industry.

Loans

Loans are not made to high school students.

GREENVILLE COUNTY LIBRARY

"The public school is responsible for education through planned instruction of the children, the young people, and the adults of the community; and for provision of the library materials and services required by the instructional program. The public library is responsible for contributing to personal enrichment and providing opportunity for self education beyond that provided by schools through the provision of library materials and services to all the people of the community including children and young people.

GUIDELINES FOR PRESENTATION AND DISCUSSION (Con't.)

GREENVILLE COUNTY LIBRARY (Con't.)

Cooperation between these two major community educational institutions is essential to the welfare of the community and must be activated by the institution most able at the time to proceed."[1]

Collection

The Greenville County library includes 189,575 books, a number of mounted pictures and a few Art reproductions.

Services

A Bookmobile Service on a county wide basis is provided for the various communities.

A Story Hour is provided weekly in the Children's reading room of the main library from September to May.

The Summer Reading Club is sponsored to encourage children's reading during the summer.

Movies - A new service initiated in March, 1968, provides free movies from September to May. The showing dates are listed in the cultural activities calendar distributed by the library. The titles are of general interest and are free to all age groups.

Music Listening hours are sometimes held and are announced at the Main library through posters.

Lectures and Travelogues are presented by "Friends of the Library." The speakers usually include at least one author. The Travelogues which include slides may supplement social studies classes.

Book Programs for young people are planned periodically.

A monthly Cultural Activities Calendar is compiled by the library and is available on request.

Loans

Students may borrow an unlimited number of books from the Bookmobile, the main library, or any branch library. A limited number of mounted pictures may also be borrowed. Special requests for certain books or subjects may be filled by the Bookmobile.

SUGGESTED MATERIALS

Library of Congress Publications in Print

Revised annually, 37 pp. Extensive list of low priced bulletins on a variety of subjects of interest to upper elementary and secondary school teachers and students.

Some Facts About the Library of Congress, 6 pp., 1966

Size, number of publications, functions, and other information concerning the Library of Congress

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[1] Prepared by NEA - ALA Joint Committee, October 30, 1967.

SUGGESTED MATERIALS (Con't.)

The Main Reading Room in the Library of Congress, 4 pp., 1967.

The Library of Congress by Gene Gurney, 1966; also The United States Government.

Organization Manual which contains a section on the Library of Congress. Copies of the above publications are available free from publications office:

The Library of Congress, Washington, D. C. 20540

Shelves of Treasures (Tape Recording), Indiana University, Audio-Visual Center.

Indiana School of the Sky, (The World at your Fingertips Series), Indiana University, Audio-Visual Center, Bloomington, Indiana, 12 minutes, 7 1/2 ips, $1.15 plus blank. Discusses the differences between libraries in the United States and in foreign countries; also the different cataloging systems used.

Interlibrary Loan - The Library of Congress Reference Department, Loan Division, one sheet giving details of interlibrary loan.

Annual Reports of the South Carolina State Library Board in sufficient number to allow a class to investigate the many and varied services of this agency.

Cultural Activity Calendars, Greenville County Library - A date calendar of all activities for the current month.

Library Guide, Greenville Technical Education Center, 12 pp., 1967. Contains library regulations, procedures for locating a book, Library of Congress Classification Schedule, list of reference books, procedures for locating a periodical and preparing a bibliography.

SUGGESTED CLASS ACTIVITES

Secure the film, The Greatest Treasure, Prepared by the United States Information Agency, Washington, D. C. which is available for loan to schools and institutions.

Compare Library of Congress Classification Schedule with Dewey Decimal Classification System for organization of materials.

Arrange for a class to visit the library at the Greenville Technical Education Center.

Compare or contrast, in brief essay form, the services of the Library of Congress and the State Library Board.

Plan a class visit to a free movie at the Greenville Library.

SUGGESTED CLASS ACTIVITIES (Con't.)

Plan a class visit to a Travelogue sponsored by Friends of the Library. This might correlate with a social studies unit.

Arrange for primary classes to visit the Story Hour as a group.

Plan a program during May to stimulate interest in the Summer Reading Club. Contact Miss Mary Cox, Greenville County Library, or your local school librarian for information on this project.